



MANAGEMENT SOCIALIZATION IN MULTINATIONAL COMPANIES:
A CASE STUDY ON MANAGEMENT INDUCTION
IN NOKIA TELECOMMUNICATIONS

Helsingin
Kauppa-Korkeakoulun
Kirjasto

6729

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Johanna Glader

Johanninen laitoksen
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Risto Tainio ja Jukka Kauppinen

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Tutkimuksen tavoitteet

Tutkimusongelmana oli kuvata esimiesten perehdyttämiskoulutuksen erityispiirteitä monikansallisissa suuryrityksissä, joissa uusien työntekijöiden arvot, normit ja tavoitteet voivat erota toisistaan - samoin kuin yrityksenkin arvoista - huomattavasti. Tavoitteena oli tutkia, kuinka yhden suomalaisen monikansallisen suuryrityksen esimiesten perehdyttämiskoulutus oli järjestetty maailmanlaajuisesti.

Tutkimusaineisto ja -tapa

Tutkimuksen alussa lähetettiin kyselylomake yli sadalle, ei-suomalaiselle esimiehelle, jotka oli palkattu Nokiaan tammikuun 1994 ja kesäkuun 1995 välillä. Lomakkeessa uusilta esimiehiltä kysyttiin perehdyttämisaian taustoja ja sisältöä, sekä erityisesti Nokian arvoista ja niiden merkityksestä. Lopullinen aineisto koostui saaduista vastauksista, aiemmin tehdyistä tutkimuksista, sekä lehtiartikkeleista.

Vastausten analysoinnissa nostettiin esiin kuusi Nokian markkina-aluetta: Italia, Iso-Britannia, Saksa, USA, Kiina ja Thaimaa. Nämä olivat ainoat maat, joista saatiin vähintään neljä vastausta, mikä teki mahdolliseksi suuntaa-antavien johtopäätösten teon perehdyttämisen tasosta kyseisissä maissa.

Tulokset

Tutkituilla markkina-alueilla ei näytä olevan perehdyttämiskoulutuksen suhteen yhtenäistä linjaa. Pikemminkin voidaan sanoa, että esimiesten perehdyttämisen taso ja painopistealueet vaihtelevat suurestikin eri maiden välillä.

Suurin ongelma-alue liittyy Nokian arvoihin, jotka eivät saaneet varauksetonta arvostusta vastaajilta: ainoastaan puolet esimiehistä voidaan katsoa sitoutuneeksi arvoihin. Erityisen selvästi tämä tuli esiin Aasiassa, missä esimiehet olivat myös nuorimpia ja ehkä sen vuoksi kokemattomampia kuin muut vastaajat.

Yksi tutkimuksen keskeinen tulos koski *räätälöidyn* perehdyttämishojelman läpivientiä, joka näytti selvästi korreloivan perehdytettävän paremman yleistietouden ja asenteen kanssa. Usein ongelmana vain näytti olevan se, ettei kiireisessä organisaatiossa ehditty laatia henkilökohtaista perehdyttämishojelmaa. Yksi ratkaisu tähän voisi olla se, että jokaiselle uudelle esimiehelle osoitetaan tukihenkilö, mentor, joka on vastuussa tulokkaalle räätälöidyn ohjelman laatimisesta ja läpiviennistä.

Avainsanat:

Perehdyttäminen, esimiehet, monikansalliset yritykset

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1. INTRODUCTION

1.1 Background to the Study

Organizational socialization has been a subject of increasing investigation from the end of the 1960s. The term refers to a process "by which an employee learns the values, norms, and required behaviors that permit participation as a member of the organization" (London, 1985, 20). In other words, newcomers have to adapt to companies' ways of doing things.

To be able to work effectively, a newcomer needs to be properly socialized into the new environment. According to Feldman (1976, cited in London, 1985, 20), "the success of the socialization process is critical for individuals, because the way their careers are managed by organizations influences both the quality of... work life and the quality of their outside lives". And, since we all are part of some kind of an organization - whether it is a school, a workplace, or something else - the patterns and problems of socialization concern us all. For work organizations it is a matter of life and death: how to transform an employee from an outsider to an effective, committed corporate member? For this question, several solutions are offered by many researchers (see e.g. Van Maanen, 1978 and Pascale, 1984).

However, surprisingly few studies have examined the socialization of *managers* especially; yet managers are expected to sustain the well-being of their organizations by "having a sense of responsibility and dedication" (London, 1985, 20). The period during which this dedication can be established is expressly the socialization period. Feldman argues that organizational socialization has increasing importance to organizations because "the success of organizations becomes increasingly dependent on the commitment of their members rather than on traditional control systems (such as pay)". Because the commitment of managers is often seen as especially essential for the survival of organizations (Buchanan,

1974), it would be natural to assume that their socialization processes need special attention.

Moreover, scant attention has been paid to socialization processes in different *types* of organizations. For example, it could be argued that a new employee entering a multinational company (MNC) very probably needs different kind of socialization than a newcomer joining a small family business. Of these, multinational companies are of special interest because one would intuitively expect that socialization programs and processes in such organizations are more complex and challenging.

So far, however, this human resource area has gained extremely sparse attention in the academic literature on multinational corporations. Most research has tended to focus on training in general, or on expatriate problems, neglecting the fact that before people from different cultures can share the same corporate values and goals, they have to be socialized into the company. The need for research in this field thus seems to be clear.

1.2 Key Concept: Organizational Socialization

The term “socialization” has its roots in sociology where it has a clear definition: it is “the process of fitting new individuals into an organized way of life and teaching them the society’s cultural traditions” (Broom et al., 1981, 84). Socialization has a very powerful effect on an individual, because it “transforms the human animal into a human being, a member of a society” (ibid).

The links of socialization to behavioral sciences and management, however, have perhaps been less evident (Schein, 1968, 3). For example, socialization has sometimes been equated with socialism (Schein, 1968 and Pascale, 1984), and especially in the USA it has been understood as the opposite of individualism, and thus condemnable (Pascale, 1984, 62). When speaking of organizational socialization, however, the meaning is something quite different and clear: it is the process by which new members are made part of a company’s culture. During this process, “an individual comes to appreciate the values, abilities, expected behaviors,

and social knowledge essential for assuming an organizational role and for participating as an organizational member” (Louis, 1980, 229-230).

What are then these values, social knowledge, and behavioral patterns? According to Schein (1968, 3), they usually involve

- the basic *goals* of the organization
- the preferred *means* by which these goals should be attained
- the basic *responsibilities* of the member in the role which is being granted to him or her
- the *behavior patterns* which are required for effective performance in the role
- a set of rules or principles which pertain to the *maintenance of the identity and integrity* of the organization

The abilities to perform the role well naturally presuppose a thorough introduction to the job itself. On-the-job training is thus also an essential part of organizational socialization.

According to London (1985, 20), the socialization process may also mean relinquishing attitudes, values, and behaviors that do not fit into the organization. In other words, the new member “must learn not to drive Chevrolets if he is working for Ford” (Schein, 1968, 3).

Organizational socialization, however, does not only occur when a new employee is hired. As above pointed out, introduction to the work itself is also an important part of socialization. Thus, socialization also takes place whenever

- “work methods change
- new machines, devices, systems, and materials are taken into use
- quality targets are not reached
- customers complaint about the quality of the products or services

- work is repeated rarely
- safety directions are neglected
- an accident happens at the work place or an occupational disease is discovered
- the given work introduction is considered inadequate
- the situation differs from the usual" (Lepistö, 1991, 22),

that is, whenever the work environment changes in some respect.

Socialization is constantly going on in organizations, and part of it is hidden beneath the surface of formal processes. This implicit socialization is not planned; it can be seen in the attitudes of colleagues, superiors, subordinates, clients, and other work associates - in how they treat the newcomer, and what kind of behavior they expect from him/her.

The subject of this study, however, is to examine expressly the *formal* socialization which does not just "happen"; someone has to plan it beforehand and see to it that it is carried out. Who, then, is responsible for socializing new employees? According to some authors (see e.g. Lepistö, 1991), this responsibility lies upon the newcomer's immediate superior. Mayo & Lank (1994, 94) point out that it is also the duty of the *outgoing* role-holders to prepare socialization programs for their successors, and to inform them about the information sources in the organization. However, although responsibilities were to be clearly specified in the organization, the proper realization of the socialization process may still face serious problems. These problems will be discussed in more detail in section 2.3.

Given the problematic associations related to the term socialization, it is easy to see why the concept has several synonyms. Words like induction, introduction, indoctrination, initiation, orientation, assimilation, and learning the ropes all mean the same, but perhaps sound more neutral, cause less confusion, and are thus preferred by many companies.

In this study the word "socialization" is used in the meaning of a *newly hired employee entering an organization*. The term "introduction" is

alternatively used in the same meaning. The word "induction" is used in the case of Nokia Telecommunications since that word is used inside the company.

1.3 Problem Area and Objectives of the Study

This study investigates the management socialization process within multinational companies. The focus here will be on the attributes, methods, and problems that characterize socialization in organizations where the values, norms, and goals of newcomers may vary notably, and can remarkably differ from those of the company. The objectives of the study are therefore to

1. describe some of the methods that can be used in the socialization process;
2. describe and analyze the need for differentiated socialization programs in multinational companies;
3. describe some of the problems that MNCs encounter in socializing managers from different cultures.

The research area divides in two parts. First, the concept of management socialization as a part of management development is introduced. Second, some of the special characteristics and problems of socialization processes in multinational companies are discussed. The main research questions related to this problem area are:

- Realizing that new managers in a multinational company come from different countries and cultures, what requirements does it make for a global socialization program?
- Furthermore, what are the main problems in management socialization that may arise from the cultural diversity of people?

1.4 Structure of the Report

In introduction (Chapter 1) the topic of the study is introduced, and the research problems and objectives are defined. In addition, the key concept is defined and discussed.

The previous literature on management socialization is presented in Chapter 2. Also, the need for management socialization in multinational companies and its characteristics are analyzed. Chapter 3 covers the methodology used, and is followed by empirical data in Chapter 4. Finally, Chapter 5 summarizes the conclusions of the study; presents research critique and limitations to the study; finally, discusses some possible suggestions for further studies.

2. SOCIALIZING MANAGERS IN MULTINATIONAL COMPANIES

2.1 Organizational Socialization

In this section, the significance of management socialization is described and analyzed. Also, the concepts of “development”, “training”, and “education” are differentiated, and their relations to socialization are analyzed. Finally, some of the socialization methods at different managerial career stages are introduced and discussed.

2.1.1 Why Is Management Socialization Especially Important?

Numerous books have been written about different management practices and management development, but so far there has been rather little research on management *socialization*. This, however, is an important area and should be paid special attention to, since managers are themselves responsible for the socialization of their own subordinates some day. Moreover, because they manage other people, they should know especially well the culture, values and other characteristics of the organization and be committed to them. Buchanan (1974, 533-534), for example, argues that “the commitment of managers is essential for the survival and effectiveness of large work organizations because the fundamental responsibility of management is to maintain the organization in a state of health necessary to carry on its work”.

If managers are not committed to their organizations, they do not demand their subordinates to be either, which can lead the company to serious troubles because “nobody cares”. The period during which this “care” - the commitment - is established, is expressly the socialization period. For an organization to maintain its stability and productivity it is of utmost importance that the new managers are able to take their positions smoothly, and understand the responsibilities related to them. Without a profound socialization this is not likely to happen, at least not in larger organizations.

However, not only stability but also *progress* is in the minds of companies when they recruit and socialize their new managers. Companies are constantly seeking new ways to succeed, and as Twigg & Albon (1992, 81) point out, "an important factor to consider when making strategic decisions is the competence of staff and managers". Socialization can be seen as the basis on which this competence is built, because without a profound understanding of the nature of the company and its business it is difficult, if not impossible, for the new manager to develop him- or herself further. Organizations should thus see to it that their new managers have the best possible starting point.

2.1.2 Socialization as a Part of Management Development

"Change" is a word that well characterizes the lives of today's organizations. Technology and deregulation are examples of the forces that drive this change, with the result that planning horizons become shorter, skills become out of date more quickly than ever, and new, aggressive competitors emerge creating new forms of competition, for example (Mayo & Lank, 1994, 1-2). In this rapidly changing world, the ability to *learn* has become more and more important for the organizations; in fact, as Mayo & Lank (1994, 2) point out, it is the "fundamental law of survival".

For an organization to make the most of its learning capacity, it needs a systematic approach, a development process. Socialization is an important part of this process because, as suggested in section 2.1.1, it forms the foundation for later management development and training.

Armstrong (1988, 521) defines management development as "a systematic process which aims to ensure that the organization has the effective managers it requires to meet its present and future needs". The organization aims to provide its managers with the knowledge and abilities to improve their performances, and to gain advantage for the whole organization through personal growth and career development.

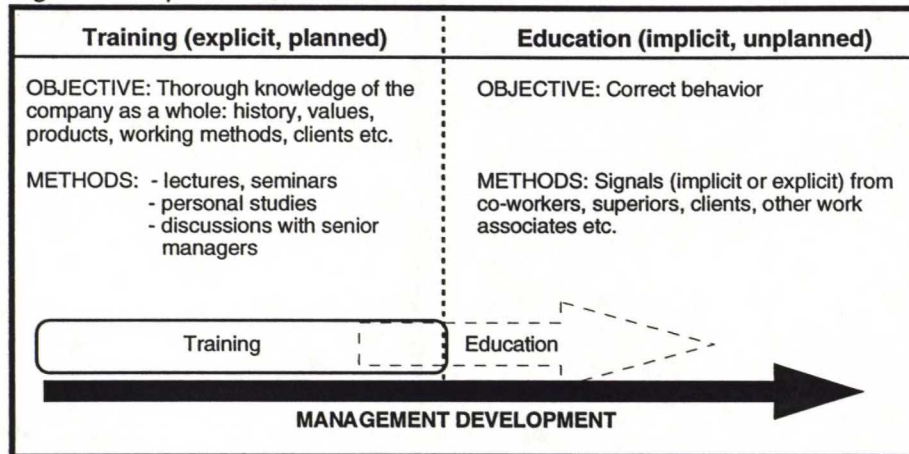
When talking about management development, words like “training” and “education” are sometimes used with it, or as synonyms for it. To be accurate, however, these concepts should be differentiated. According to Endres & Kleiner (1990, 3), “training... normally focuses on improving specific management skills, while management development focuses on the improvement of all skills required to improve a manager’s effectiveness”. Thus, training can be seen as a “subset of management development” (ibid). Romiszowski (1981, 3), on the other hand, has defined the difference between “training” and “education”:

‘Training’ is akin to following a tightly fenced path, in order to reach a predetermined goal at the end of it. ‘Education’ is to wander freely in the fields to left and right of this path - preferably with a map.

According to this definition, socialization - if planned carefully and carried out systematically - can be defined as training. This is illustrated in Figure 1 on page 10. The goal would then be to give the new manager a clear idea of the company as a whole, including its history, values and traditions, the products and working methods, and the world of clients, for example. As Figure 1 shows, training methods could include lectures and seminars, personal studies, and discussions with senior managers. This kind of socialization is very explicit, and - as training does - ends after the required level of knowledge is reached, thus forming the basis for further development.

Implicit socialization, on the other hand, which was referred to on page 4, is more like education: training gives the new manager an idea of how to behave in the organization, and by this “map” and with the help of other people, he or she is able to “orientate” inside the company. As figure 1 illustrates, this kind of socialization forms a more continuous part of management development.

Figure 1. Aspects of Socialization



2.1.3 Organizational Socialization at Different Career Stages

Organizational socialization does not necessarily end at a certain point in an individual's career. In fact, it often continues throughout the years when managers change jobs, get new assignments, or are being promoted (London, 1985, 23). The first socialization years, however, are of special importance when thinking of management commitment to the company (op.cit.). Buchanan (1974, 535) argues that during this period "susceptibility to influence is greatest and attitudes toward the organization will be shaped". According to Buchanan, there are three career stages (or influence susceptibility stages) in a manager's career: stage one referring to the first year of organizational membership, and stages two and three corresponding to years two through four and years five and beyond, respectively. These stages are briefly presented below.

The first year. This is a period of initiation and basic training during which management recruits learn what is expected of them. Berlew & Hall (1966, 223) call this a critical period and argue that it is probably the only time when a new manager is so "unfrozen" and ready to learn. The authors go as far as to argue that

This year would be analogous to the critical period, probably between six and eighteen months, when human infants must either experience a close emotional relationship with another human being or suffer ill effects ranging from psychosis to an inability ever to establish such a relationship.

New managers entering an organization are often young persons who, according to Buchanan (1974, 535), "are questioning whether the reality of that career is congruent with their inner sense of self". They possess certain expectations regarding the new environment and their own roles within it, and hope to get established with and accepted by the organization. These expectations are tested during the first year; the more expectations are met or exceeded the more committed and satisfied new managers are likely to be. If, on the other hand, the expectations of organizational life do not match the reality, newcomers are likely to face a "reality shock"¹.

A profoundly important socialization method during the first year is the creation of a reference group (Buchanan, op.cit.). This group of significant others can consist of e.g. colleagues, veteran managers, and other newcomers, and it offers guidance, reassurance, and ultimately respect and affection for the new manager.

Early job assignments are also an important tool of socialization during the first year. Buchanan argues that if the work is challenging and stimulating right from the beginning, it will have a positive effect on the commitment attitude. Trivial and unimportant jobs, on the other hand, would affect the commitment negatively. Pascale (1984, 64), however, points out that sometimes companies use these insignificant work assignments deliberately in order to get wanted results in recruits' behaviors. This will be discussed in more detail in section 2.2.2.

A final first-year experience is what Buchanan calls a "loyalty conflict". New managers face a conflict when trying to learn the ropes and adapt to the organization on the one hand, and resisting the company's attempts to substitute their personal values with those of the company on the other hand.

The second through fourth year. Characteristic to stage two is that managers move from safety and security to a concern with achievement and personal importance (Buchanan, op.cit.). Salary increases,

¹ For a more detailed discussion about reality shock and unmet expectations, see Major et al., (1995, 418).

promotions, and social invitations, for example, are socialization methods which can promote the sense of organizational stature. According to Buchanan, some young managers can be uncertain about their career choices, thus needing experiences that reinforce their occupational self-images. Interaction with a supportive peer group or reassurances from superiors could be examples of the methods needed. These experiences may also decrease the fear of failure which can be characteristic to the second stage as well.

Buchanan also suggests that managers at this stage will be sensitive to expectations for organizational commitment. If organizations encourage commitment norms among their managers, the recruits are more motivated to adopt such an attitude.

The fifth year and beyond. According to Buchanan, the fundamental personal opinions about the organization would have been made by this stage, and if companies want to influence their managers, the efforts should now involve the maintenance or alteration of existing attitudes rather than the moulding of new ones. Also, organizational dependability is characteristic to this stage. According to Buchanan, it means all those experiences that either confirm or do not confirm the expectations of managers: interesting work, signals of personal importance, colleague relationships, and the like.

Table 1 summarizes these stages and the possible socialization elements.

Table 1. Summary of Career Stages

Stage	First stage	Second stage	Third stage
Socialization element	Reality shock Role clarity Testing of expectations Reference group of significant others Early job assignments Loyalty conflict	Personal importance Self-image reinforcement Fear of failure Organizational commitment norms	Organizational dependability

2.2 Management Socialization Process

There is no single correct way to carry out the socialization process. Every new manager's need for introduction is individual, and much also depends on the company's size and culture. For example, socialization to a small family business is likely to be faster and more informal than socialization to a bigger company, because in the family business the owners often work daily with their employees. This enables them to observe and correct the newcomer's behavior directly, and no distinct systems are thus needed. Moreover, also a company's culture has effect on the process. Companies with strong, coherent values and culture, for example, have to work harder to get a newcomer properly socialized, because they want their employees to think and act precisely the same way in certain situations.

The following section offers some options of the methods which companies can use in their socialization processes. In section 2.2.2, a more precise model of socializing managers is presented.

2.2.1 Methods of Socialization

As mentioned above, there is no "one way" of socializing managers. Instead, companies have several methods to choose, and by trial and error, they usually eventually find the right concept. London (1985, 28-30) has presented numerous options, of which some are introduced below. These methods can be divided into three groups: information intensive, practice oriented, and other.

Information intensive methods

- *Management orientation.* New managers are introduced to organizational management policies and procedures which act as useful guidelines and improve cohesiveness.
- *Company folklore.* New employees are told heroic stories about the founder of the company, or about heroes who saved the firm in hard

times. Sharing this folklore strengthens newcomers' commitment and provides a model for individual work goals.

- *Statements of values.* Newsletters, symbolic gifts, and catchy slogans on banners and billboards, for example, can highlight the important organizational values such as customer satisfaction, respect for the individual, and secure employment. Shared values generate common goals and a sense of purpose, which in turn help newcomers to adapt to the company.

Practice oriented methods

- *Bottom-up experience.* Novices start from humble tasks in line organization which requires them to learn the whole business at its very basic levels. This gives them a broader view over the whole organization and provides shared experiences with other recruits.
- *Technical training.* Managers are provided with the technical information and skills necessary in their jobs. This training could cover, for example, the use of computer systems and the flow of information.
- *Apprenticeship.* Newcomers work together with more experienced managers and learn "the company way" in a concrete manner. The aim is to generate realistic expectations and to reduce reality shock.
- *Special projects.* Management recruits are assigned to short projects (e.g. from one to three months) which help them broaden their views about the organization, and increase the feeling of personal importance.

Other methods

- *Selection.* The idea is to subject newcomers to a rigorous selection process, which is meant to eliminate the obviously unsuitable candidates right in the beginning. Those who receive job offers are made to feel part of an elite group, thus increasing their self-confidence and belonging to the company.
- *Mentorship programs.* Management recruits meet senior managers periodically to discuss their experiences and problems. These meetings increase e.g. role clarity.

- *Competition.* New employees are compared with each other by carefully defined criteria, and these measurements are used e.g. in promotion decisions. The comparison also points out to recruits how important visible results are right from the beginning. This method should, however, be used with caution since it can also cause serious conflicts among newcomers.

2.2.2 Socializing New Managers - How is it done in practice?

Every company has its own way of socializing people, but Pascale (1984) has identified similarities in the socialization processes of many of the best-managed multinational enterprises in America. Pascale finds that, with slight variations, the MNCs put their novices through a model he calls "the seven steps of socialization". These steps are presented below.

Step one. Candidates are subjected to a severe selection process which almost seems designed to discourage applicants rather than encourage them to take the job. The underlying assumption is that - as the company "grills" the applicant, and lets him or her know both the good and the bad sides of the work - he or she will draw the conclusions of whether the company fits his or her style and values. Procter & Gamble, for example, puts entry level management recruits through numerous interviews, where their general knowledge and special abilities are carefully tested. The New York investment banking house of Morgan Stanley, on the other hand, encourages promising candidates to discuss the demands of the job with their spouses, girlfriends, or boyfriends. Because new employees sometimes work 100 hours a week, the company wants to be sure they do not quit just because their families are not happy with Morgan's culture.

Step two. Right in the beginning, the company subjects the new recruit to experiences which make the employee to question his or her prior behavior, thus hoping to promote openness towards its own norms and values. In IBM and Morgan Guaranty, for example, this usually means giving more work to the newcomer than he or she can possibly do, while Procter & Gamble may require its college graduate to color in a map of sales territories. The purpose is to make the newcomer understand that,

what comes to the general knowledge about the organization, he or she is only a novice. Moreover, it is also hoped that the recruits would become closer to their colleagues - with hands full of work it is more difficult to establish a social distance from co-workers.

Step three. After a few months of hard work, the new employee is given carefully monitored experience, and his or her progress is rewarded with promotions. At IBM, Morgan Stanley and McKinsey, for example, all new associates must work their ways up - there is no easy way to reach high positions. This approach has three advantages. First, when all recruits understand there is only one possible career path to follow, it reduces politicking. Second, because the trainees know they are being evaluated in the long term, they are less tempted to be after for short-term victories. Third, by the time they reach senior positions they understand the business as a whole, and have learned to know various co-workers along the way.

Step four. At every stage of the new manager's career the company measures the results he or she has gained, and rewards him/her accordingly. Procter & Gamble, for example, measures managers on three factors it considers critical for the firm's success: building volume, building profit, and conducting planned change. Performance appraisals focus on these criteria as well as on general managerial skills.

Step five. All along the way the new employees are reminded of the company's transcendent values which sometimes require sacrifices, such as management pay cuts during lean times at Delta Air Lines, for instance, or long hours of work and inconvenient job assignments. To generate commitment in these difficult circumstances, the company emphasizes its set of transcendent values that connect its purpose to higher human values - such as serving mankind, or helping people learn and grow.

Step six. All companies have their folklore, but corporations that socialize well are able to imprint the morals of these stories on their employees' minds, so that it forms a ready pattern to follow. (For an example of this, see Pascale, 1984, 65.)

Step seven. The company supplies promising individuals with role models - usually peers or superiors who are recognized as winners and who share common qualities. This system is often seen as the most powerful long-term training program in the strong-culture firms.

2.3 Problems in Carrying Out Socialization

Studies have shown that introduction to work shortens the job learning period as much as by two thirds (Tornberg, 1987, 45). It also reduces wrong job performances and accidents. Why, then, is proper socialization often neglected in organizations? According to Tornberg (op.cit.), there are at least three common obstacles which prevent the thorough realization:

1. Attitudes of direct superiors
2. Lack of approval and support from top management
3. Lack of time

In the next section (2.3.1) these obstacles will be examined in more detail.

2.3.1 The Most Common Obstacles

• Attitudes of Superiors

It is not self-evident that superiors responsible for the socialization of newcomers will take their duties seriously. There can be several reasons for this. First, the managers themselves may have been inadequately introduced as newcomers, and want to revenge on the new ones. Second, the superiors may not be familiar with the necessary facts the newcomer must know and therefore neglect important parts of the process. Third, if the new employee comes from a similar branch, a misunderstanding may occur that he or she already knows the important facts. (Tornberg, 1987, 45-46)

For a manager, socialization also requires the ability to communicate openly with the new employee, and the ability to sense and react to the needs of all parties when trying to reconcile the newcomer's role with the roles of the other department members. Mayo & Lank (1994, 87) suggest that this may be especially difficult for junior managers and team leaders who do not have enough experience for handling human relations.

Lack of Support from Top Management

Top management's approval and support are of utmost importance for a socialization process to succeed. If top management is not interested in how new managers are being socialized to the company, it is highly unlikely that middle management will be either. This results in frustrated and inefficient management recruits who must waste their energy in socializing themselves. Armstrong (1988, 491) points out that the chief executive and other top management members must be highly committed to the continuous development of their staff, and the top management team must regularly review how its managers and workforce are being developed. Armstrong continues that "investment in continuous development must be regarded by the top management team as being as important as investment in research, new product development or capital equipment". Since socialization is an important part of management development, it would be wise for the companies to follow the advice of making one senior executive responsible for ensuring that socialization is being effectively undertaken (Armstrong, 1988, 491). This would make it more difficult for the superiors to neglect the process.

Lack of Time

One of the biggest obstacles to a thorough socialization process is the lack of time (Tornberg, 1987; Lepistö, 1991). The problem is that, as superiors carry out the socialization process in addition to their regular jobs, they soon find they do not have enough time to realize both tasks well. Since many managers' performances are being evaluated on such factors as e.g. volume, market share, or quality, it is easy to understand that they prefer to focus their attention on these duties. The socialization process, if well performed, indeed takes time. Time is not only needed in

discussions with the newcomer, but also in the planning period before he or she arrives. Moreover, although the newcomer needs time to get to know his or her tasks, he/she often finds him- or herself left alone in the middle of chaos of undone work. This happens because companies - eager to get visible results at once - often feel they do not have enough time for the thorough socialization process, thus neglecting important parts of it (Saarnio, 1983, 33). By doing this, however, companies "count pennies but throw notes to the four winds" (op.cit.).

Because of the scant time resources, companies tend to make some common mistakes on their recruits' first few days. First, a vast amount of information is poured on the newcomer on the first day; after that the rest is up to his or her own activity (Tornberg, 1987, 47). A person's ability to receive new information is limited, however, and a part of that information is of necessity wasted - especially because the new employee cannot yet connect the information to his or her previous knowledge (ibid).

Second, the feelings of the newcomer are ignored, and the problems, programs, and contacts are "strict business" right from the beginning (Saarnio, 1983, 33). According to Saarnio, this would be a mistake because "there is a significant difference whether a person agrees or commits to do his or her job".

Third, the newcomer's superior is too busy to hardly notice him or her in the beginning (ibid). The superior, however, should be the one who is *especially* interested in the new employee and make him or her feel welcome. As Saarnio puts it: "The longest journey begins with the first lapse." If the newcomer's first impression about the company is wrong, it will not be easy to correct it later.

2.3.2 Possible Solutions

It was suggested above that young managers may have difficulties in managing some parts of the socialization process. However, an open discussion about the requirements of the organization, and the strengths and shortcomings of the newcomer, for example, can be surprisingly

difficult even for more experienced managers. One solution to overcome these problems is to give training for those responsible for socialization. According to Lepistö (1991, 23), managers should be taught how to

- view the adult teaching and learning process
- evaluate the need for socialization, and
- analyze the contents of work

Lepistö goes on to point out that the person responsible for socialization also needs the ability to inspire, spur, and encourage his or her protégé. It is obvious, however, that all managers do not have these qualities, and some of them cannot be learned in a course. In a situation where the newcomer's immediate superior is unable to arrange enough time for the socialization process, or does not have the required qualities for it, an organization can resort to a *mentoring system*. A mentor, or "coach", is usually an experienced, specially trained manager who is "wise in the ways of the organization", and who *has time* to act as a parental figure for his or her protégés (Armstrong, 1988, 549). This relationship may well continue after the actual socialization period is over.

One benefit of the mentoring system is that it enables those managers who are not most suitable for socializing others to leave the implementation to a "professional". The system, however, does not release the newcomer's superior from all responsibility. He or she - as an immediate superior - should best know what kind of socialization the novice needs, and should therefore actively plan the process and monitor it with the mentor.

Finally, it could be argued that if there is no time for socialization, then the meaning and importance of it is not understood at all. A proper socialization process is far too important to be left in inertia, and companies must provide their managers with sufficient opportunities to carry out the process.

2.4 Management Socialization in Multinational Companies

Different forms of human research practices in multinational companies have gained copious attention in the academic literature. However, most research in the field focuses on general management training or expatriate problems, neglecting the socialization process of newcomers. The focus of this section is to shed some light on the subject by examining what kinds of attributes characterize the management socialization process in multinational companies, and what kinds of problems will probably arise from the diversity of people.

Section 2.4.1 examines multinational companies from socialization's point of view. The aim is to chart the main areas to be taken into consideration when designing socialization programs for foreign managers. In section 2.4.2 the focus is on problems which every MNC will inevitably encounter at some point of its organizational life.

2.4.1 Special Characteristics of Socialization in MNCs

When a new manager enters an organization, he or she usually gets socialized to the unit rather soon. The manager recruit then learns to place him- or herself in the country's organization chart and internalizes the goals and objectives of his/her department and unit. Most units manage this well and have no problems with it. The real challenge of the socialization process, however, begins from the realization that the unit and department are only small pieces of a larger, global picture, and in order to understand profoundly the goals of these "pieces", it is important that the whole picture is clear.

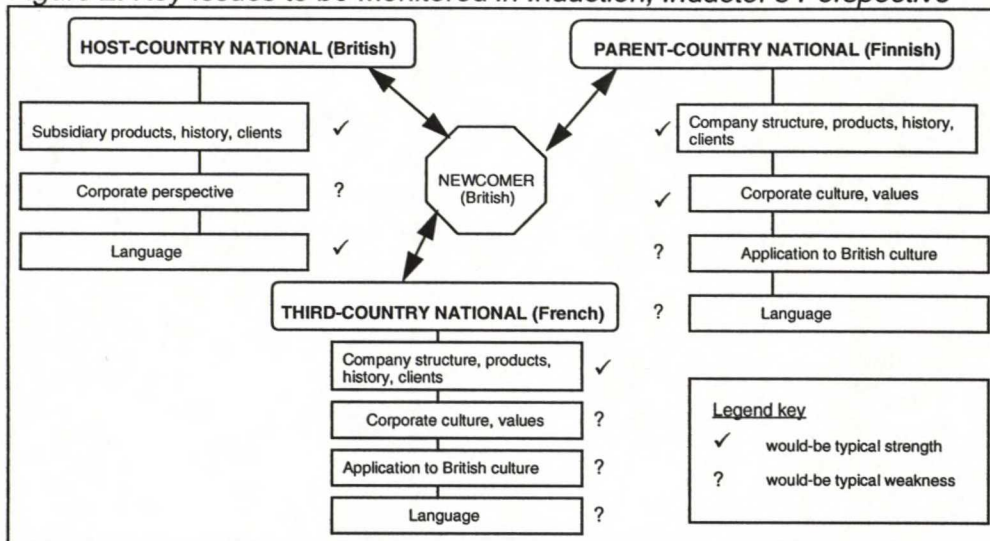
2.4.1.1 The Role of an Inductor

The new manager, in order to be able to work effectively and make right decisions, should be familiar with this whole "picture", the multinational corporation. How well the manager succeeds, depends partly on the person responsible for the socialization, the inductor. An inductor should be a person who is familiar with the company as a whole: its history,

values, relationships, and the way of doing things. These attributes form what Bartlett & Ghoshal (1989, 33-35) call "the company's administrative heritage". The authors point out that, in order to know where they are going, managers should ask themselves where they are *coming from*, and that is the reason why they should be aware of the administrative heritage of their organizations. Therefore, the help of an able inductor is indispensable in transferring this information to a newcomer.

However, even though the inductor's knowledge about the corporation would be perfect, it does not guarantee the socialization process will be a success. It is also important that the information is presented in a correct way. Characteristic to a multinational company is that a newcomer's superior - who often also has the role of an inductor - can be either a Parent-Company National (PCN), a Host-Country National (HCN), or a Third-Country National (TCN) (Dowling & Schuler, 1990). The ways in which these nationals present the information can vary remarkably. For example, a Finnish PCN manager in the U.K. can probably explain the company culture and values to his/her British subordinate clearly, but forgets to - or cannot - adapt the message to meet the *British way* of seeing things. This is illustrated in Figure 2 on page 23. Moreover, the PCN manager may have problems with the language - especially when such subtle matters as values are discussed. A British HCN manager, on the other hand, does not have language problems with his/her British subordinate, but the socialization process may reflect only the local British interests and neglect the corporate perspective. Finally, a French TCN manager in the U.K. could have difficulties with the language, and also in explaining the Finnish culture, and the values of the corporation, and in adapting them to the British viewpoint.

Figure 2. Key Issues to be Monitored in Induction; Inductor's Perspective



Dowling & Schuler (1990, 109) suggest that one way to avoid localism, for example, is to bring HCNs and TCNs to the corporate headquarters for training. This would help them to develop a corporate perspective instead of own local interests. This practice is often too costly and time-consuming for socialization purposes, but if a new manager is able to spend at least part of his or her socialization period at the headquarters, he/she and the whole company would very probably benefit from it.

2.4.1.2 Impact of Cultures on Socialization

A multicultural company can be seen as a global field formed by different nationalities and cultures. To be able to operate effectively in such an environment, it is important to know when to act on the corporate rules, and when to adjust them to the local ones. For example, a corporate socialization program cannot just be translated into several languages and hope that it will work. Instead, each word and each activity has to be considered from the standpoint of impact on the specific culture (Odenwald, 1993, 43). This task is not easy, and as Hofstede (1992, 156) points out, multicultural personnel departments often find themselves "caught between the devil and the deep blue sea". By "the devil" Hofstede means the assumption that there is uniformity among employees where such uniformity is in fact lacking. This assumption results in corporate-wide policies and procedures which will not work at foreign subsidiaries. "The deep blue sea", on the other hand, is the assumption that everybody

is different, and subsidiaries should therefore know best and make their own decisions. This eventually results in the loss of a corporate culture that keeps the organization together. Thus, multicultural organizations should be careful when designing their socialization and other development programs. They should, in fact, know their employees quite well.

Hofstede (1978), in his study on work-related values, has identified four dimensions of national culture differences which may help organizations to better understand the different needs for socialization programs. Table 2 on pages 25 and 26 lists these dimensions which are power distance, individualism, masculinity, and uncertainty avoidance. These dimensions are now briefly introduced, after which their implications for socialization programs will be discussed.

Power distance shows the extent to which the less powerful members of society accept that power is distributed unequally. It suggests that a society's level of inequality is endorsed by both the followers and the leaders. In Table 2, some of the differences in socialization emphasis in small versus large power distance cultures are presented. The differences refer to extremes only; actual situations may be found anywhere in between.

Individualism describes the degree to which individuals are integrated into groups. In individualist societies, the ties between individuals are loose: all members are expected to take care of themselves and their immediate families only. In collectivist countries, on the other hand, people are integrated into strong, cohesive groups from birth onward. These groups include e.g. extended families with uncles, aunts, and grandparents, and they provide protection in exchange for unquestioning loyalty. Table 2 shows some of the differences in collectivist versus individualist cultures.

Masculinity is the extent to which male values of assertiveness, money and material prevail in a society rather than female values of nurturance, quality of life, and people. According to Hofstede (1992, 143), women in the masculine countries are somewhat assertive and competitive, but not as much as men. In the feminine countries, on the other hand, women

share the same modest, caring values as men do. Table 2 lists some of the different socialization emphasis in the most masculine versus the most feminine cultures.

Uncertainty avoidance indicates the lack of tolerance in a society for uncertainty and ambiguity. Cultures with high uncertainty avoidance try to minimize surprising situations with strict laws and rules. They also have a greater need for absolute truth, and less tolerance for people with deviant ideas or behaviors. On the opposite side, people accept uncertainty and try to have as few rules as possible. They also are more tolerant of different opinions. In Table 2, some of the differences are listed. Again, these statements are extremes; most real cultures will be somewhere in between.

Table 2. Different Socialization Emphasis According to Four Dimensions

Power Distance: The extent to which the less powerful members of society accept that power is distributed unequally.

HIGH	LOW
Children demanded to obey	Children treated as equals
Teacher-centered education (order)	Student-centered education (initiative)
Hierarchy needed	Hierarchy for convenience
High dependence needs	Low dependence needs
Subordinates expect to be told what to do	Subordinates expect to be consulted
Power-holders entitled to privileges	Equal rights for all

Individualism: The importance of the role of the individual versus the role of the group.

HIGH	LOW
"I" conscious	"We" conscious
Private opinions expected	Opinions predetermined by group
Obligations to self	Obligations to family or in-group
Task valued over self	Relationship valued over task
Individuals emotionally independent from organization	Individuals emotionally dependent on organization

Masculinity: The dominance of achievement and success over caring for others and the quality of life.

HIGH	LOW
Sex roles clearly differentiated	Overlapping sex roles
Stress on achievement	Stress on relationships
Competition	Solidarity
Money and material important	People and environment important
Independence ideal	Interdependence ideal
Stress on careers	Stress on life quality

Uncertainty Avoidance: The lack of tolerance for uncertainty and ambiguity.

HIGH	LOW
Higher anxiety and stress	Ease, lower stress
Showing of emotions accepted	Emotions not shown
Strong need for consensus	Acceptance of dissent
Detailed assignments	Broad assignments
Need for rules	Dislike of rules
More formalization and standardization	Less formalization and standardiz.

Sources: Hofstede, 1978; 1992

In Table 3 on the next page, some countries have been scored according to their positions on the four dimensions. The index refers to each country's rank on the high-low axis so that the higher the index the closer the country is to the referred dimension. Thus, the USA would seem to be the most individualist country, whereas Indonesia represents the most collectivist one. In the next section, some of the national differences and their implications for socialization programs will be examined in more detail.

Table 3. Scores of Selected Countries Illustrating the Dimensions of National Values

	POWER DISTANCE	INDIVIDUALISM	MASCULINITY	UNCERTAINTY AVOIDANCE
MARKET	INDEX	INDEX	INDEX	INDEX
EUROPE				
Finland	33	63	26	59
Denmark	18	74	16	23
Germany	35	67	66	65
Great Britain	35	89	66	35
Italy	50	76	70	75
AMERICAS				
Argentina	49	46	56	86
Brazil	69	38	49	76
Canada	39	80	52	48
USA	40	91	62	46
ASIA				
Indonesia	78	14	46	48
Japan	54	46	95	92
Malaysia	104	26	50	36
Singapore	74	20	48	8
Thailand	64	20	34	64
OTHER				
Australia	36	90	61	51
India	77	48	56	40
South Africa	49	65	63	49

Source: Adapted from Hofstede, 1992

As Table 3 shows, there are remarkable differences between countries in regard to national values. This information is valuable for socialization purposes because it provides useful guidelines for how to design a socialization program for each country. It was pointed out above that socialization programs cannot just be translated into a variety of languages; they have to be differentiated according to the needs of each culture. Some of these needs can be highlighted with the help of Hofstede's model.

For example, in countries of high power distance avoidance (PDI), superiors should take clear charge in the socialization processes of their subordinates. New manager recruits are dependent on their superiors and expect to be told what to do; superiors in high PDI countries cannot win their subordinates' respect by being "pals". Similarly, participative management and industrial democracy are unlikely to succeed in high PDI organizations (Hofstede, 1978, 16). Thus, a Scandinavian MNC, for example, should be careful when trying to socialize a Malaysian manager to its egalitarian corporate life. The new manager, after finding out that he

or she is not venerated by his/her (Scandinavian) subordinates, and that he/she has to eat in the same cafeteria with all workers, may well find the company culture unsuitable and leave. In low PDI countries, on the other hand, hierarchies are disliked, and newcomers may find it difficult to adapt to them. This, again, should be taken into account in the socialization process.

Individualist organizations, on the other hand, should be careful when socializing their new managers in more collectivist countries. As Hofstede (1991, 66) points out, management techniques and training packages have almost exclusively been developed in individualistic countries which makes it difficult to apply them to other conditions. For example, some companies consider it important that their managers learn how to conduct a "performance appraisal discussion" with their subordinates. These discussions are often also part of their own socialization processes. What foreign inductors sometimes fail to see, however, is that in collectivist societies discussing a person's performance openly with him or her may be felt by the subordinate as a loss of face (Hofstede, 1991, 66). According to Hofstede, such societies have more indirect ways to give feedback: for example by denying a usual favour, or verbally via an intermediary.

Organizations with high masculinity (MAS) index working in feminine (low MAS) countries also need to pay attention to certain facts in their socialization programs. For example, feminine societies appreciate relationships, solidarity, and life quality instead of achievement, competition, and careers which are masculine values. Thus, it could be argued that during their socialization periods, new managers in low MAS countries would rather be interested in getting to know their new colleagues, and in learning how the relationships work in the new environment, than to learn facts and skills that would soon help them to climb to higher positions.

The last dimension, uncertainty avoidance (UAI), also makes some demands on socialization processes. A low UAI company with a matrix organization structure, for instance, needs to recognize that people in high UAI countries probably want to have clearly defined and rather rigid

structures to rely on (Hofstede, 1978, 16). These people may not feel comfortable unless they have a clear organization chart in their hands, and this should be taken into account during their socialization periods. Unofficial organization charts could be used for socialization purposes even though they officially were not favoured by the company. Also, people of high UAI are likely to need detailed socialization programs with clearly defined goals and objectives. Newcomers in low UAI societies, on the other hand, would prefer more broad assignments, as shown in Table 2.

As above pointed out, although multinational companies want to adapt new employees to their corporate cultures, it cannot happen by ignoring newcomers' culture-related values. These, as Hofstede (1992, 153) points out, have been developed in the family and at school, and can be changed by socialization only to a limited extent. If a manager recruit's values are not respected during the socialization process, he or she is unlikely to be committed to the company. A multinational corporation should therefore be prepared to adjust its socialization programs according to different needs.

Adjusting socialization programs, however, is costly and takes time. One way in which MNCs can ease and unify their socialization processes is to follow the step one in Pascale's model presented on page 15. By putting manager candidates through a severe selection process during which they hear about the corporate culture, they can decide themselves whether the company fits their values or not. It must be noticed that not all people share exactly the same values; for example, in an individualist country some people are more individualist than others. With the help of an appropriate selection process a company with a collectivist organization structure can encourage the less individualistic applicants to take the job. In this way, the new managers are less likely to be faced by a severe reality shock, and their socialization programs need not be so clearly differentiated.

2.4.1.3 *Managers - the Global Glue of MNCs*

Characteristic to multinational companies is that their environmental demands and opportunities vary widely from country to country (Bartlett & Ghoshal, 1989, 63). For example, some markets have more quality-conscious customers, more active competitors, or more strict government legislations than others. Similarly, different parts of the company possess different capabilities (op.cit.). To be able to control such a diversity of opinions, opportunities and abilities, MNCs need their managers to act as "global glue" between countries (Bartlett & Ghoshal, 1989, 175).

One important duty of management socialization in MNCs is to help new managers to be part of this "glue". Unilever, for example, brings its managers from different countries and businesses together at its training college where they can build contacts with each other (Bartlett & Ghoshal, 1989, 188). According to a Unilever manager, "such programs play a central role in indoctrinating managers into a Unilever fraternity or club where personal relationships and informal contacts are much more powerful than the formal systems and structures" (ibid).

Unilever's training center, coupled with its other socialization processes, helps the members of the Unilever management club to strongly identify with the company's values and objectives (Bartlett & Ghoshal, 1989, 164). Commonly shared visions and values are especially important for MNCs because, as Bartlett & Ghoshal point out, MNC managers are separated by distance and time barriers which makes shared management understanding often a more powerful coordinating tool than structures or systems. The above discussion about Hofstede's country-related values also shows why creating such a vision can be extremely difficult. It is possible, however, as in the case of Matsushita (Bartlett & Ghoshal, 1989, 187).

At Matsushita, the white-collar employees are exposed to intensive "cultural and spiritual training" during their first six months at work. At the conclusion of the formal program, employees are grouped under a leader to continue discussions of how the company's philosophy can be reflected in their work. All personnel departments are also responsible for

continuous “spiritual training” to ensure that corporate values are fully embedded in management behavior. As a result, corporate objectives and values are not just meaningless concepts; they are thoroughly internalized beliefs that managers daily refer to and often use as the basis for operational decisions.

As the case illustrates, the development of a world-wide vision takes time and has to be thoroughly planned. Moreover, it needs *top management’s support*. According to Bartlett & Ghoshal (1989, 204), in an organization where other signals may be distorted or disappeared in the information load, top management’s actions have a powerful influence on the company’s culture. Bartlett & Ghoshal point out that in their study the successful companies were those whose top management teams gave a substantial amount of time and attention for individual managers. The importance of the support should thus not be underestimated.

2.4.2 *Special Problems of Socialization in MNCs*

As above pointed out, different parts and areas of multinational companies possess different capabilities which enables them to react to local demands and opportunities. However, these characteristics of a multinational company are also the source of its problems. According to Bartlett & Ghoshal (1989, 66, 175), the diversity of roles and responsibilities in such an organization can lead the company to internal fragmentation and dissipation, and - without a strong source of unification - eventually to an anarchy.

A properly planned and realized management socialization program can be such a source of unification in MNCs, but companies must be prepared to encounter severe problems in developing such programs. In the following sections, some of these problems will be discussed.

2.4.2.1 *Value-Related Problems*

As suggested in section 2.4.1.2, companies cannot operate in foreign countries completely at their own terms; also country-specific values have

to be taken into account. Sometimes MNCs like Matsushita succeed in imprinting a world-wide vision or a set of values on their employees' minds, but sometimes it is extremely difficult or even impossible to socialize newcomers in every respect. For example, a company that wants its personnel to have regular performance appraisal discussions may never succeed in this in certain Asian countries where such open discussions can be deeply disliked. The role of socialization in that case would be to give new managers information on *why* the discussions are considered important and *what* is expected to come out of them. Forcing people to act against their own values can only lead to more serious problems.

The case of Matsushita is a good example of how a socialization process can succeed if thoroughly planned and carried out. Schneider (1988, 240), on the other hand, offers another kind of example of value-related socialization that is more superficial and less successful. According to her, some companies use external signs like stickers, posters, cards, and pins in their corporate culture campaigns to remind their employees of the visions, values, and corporate goals. "Smile" campaigns at SAS, "1 billion" goal buttons at Phillips, and G.M. corporate culture cards carried by managers are examples of this socialization method. However, as Schneider points out, many Europeans view this kind of approach very cynically; it is seen as very "American" in its naiveté and lack of subtlety. According to Schneider, statements of company principles on the walls are often referred to sceptically, and one HR manager thought it was "pretty pathetic to have to refer to them".

These two cases can be seen as referring to extremes; most MNCs will probably be somewhere in between Matsushita and the sticker campaigns in their value-related socialization programs. However, the latter case illustrates one problem that some MNCs may encounter: when the message and socialization methods are excessively generalized, the interest of employees is of necessity low.

Another problem was already touched upon on page 22 and is related to language. It was suggested that some inductors may have difficulties in discussing such subtle matters as values in a foreign language. For

example, words can be interpreted incorrectly or they have different connotations. Odenwald (1993, 46), for instance, argues that if a person from Japan is complemented on his or her individualism, the reaction can be quite opposite from the expected. The reason is that “in Japanese, the word for individualism has negative connotations, reflecting that culture’s regard for the collective good over the value of the self” (ibid). Thus, it can be argued that if a multinational company wants all of its employees to share and understand the corporate values, it has an enormous task ahead.

2.4.2.2 *Cost*

Socialization in MNCs can be very costly. It requires a substantial amount of money to train managers in a large working organization to share the same values, objectives, and management styles. Also, training materials need constant updating, especially in rapidly growing companies.

According to Bartlett & Ghoshal (1989, 164), Unilever spends 100 million pounds a year on management training and development, but that investment represents only a small amount of the total socialization cost. This is because the socialization process at Unilever depends heavily on the transfer of managers, whose maintenance costs are very high.

2.4.2.3 *Problems Related to Generalized Programs*

As was pointed out earlier, companies tend to use management training packages and programs that have been originally developed in foreign countries and cultures. According to Lahti-Kotilainen (1994, 253), this is also one reason why management training is so difficult. She argues that problems will probably occur because

- “good management” is not a universal concept; its components vary across different cultures, countries, industries, and organizations;

- the concept of good management also changes with time and with the development of society;
- teaching methods and learning strategies vary in different cultures, educational systems, organizations etc;
- the translation of training programs can affect their content and meaning;
- trainers are necessarily not able to adopt and convey the original message of the training programs to their trainees;
- trainers are necessarily not aware of the particular corporate situation, culture, power structure, traditions, etc.

These problems are also very real in management socialization. The list summarizes well the above discussion about the special characteristics and problems that make a thorough socialization process so difficult in multinational companies.

3. METHODOLOGY

3.1 Choice of Research Design

This case study was carried out by using survey research methodology. The mail survey method was chosen primarily because the interviewees were located around the world, and it would have been difficult to gather the information in any other way. Also, according to Uusitalo (1991), surveys are often used to discover the knowledge, opinions, attitudes, and values of the respondents, as was the case in this study.

According to Jyrinki (1976, 25), the mail survey method has some advantages when compared to an interview method, for example. First, a questionnaire sent by post reaches addressees better than an interviewer would. Second, the effect of the interviewer is eliminated. This means that respondents can feel their identities better protected, and can thus easier answer to some delicate questions, for example. Third, the questions are the same for all respondents, whereas discussions during personal interviews can vary remarkably. Finally, the mail survey method allows respondents to debate the questions and to check their answers, which in some cases increases the reliability of the answers.

On the other hand, the mail survey method has some basic shortcomings. Perhaps its greatest weakness is that nonresponse is more frequent than in the interview method (Jyrinki, 1976, 25). Nonresponse is problematic because it biases the results: if persons who respond differ substantially from those who do not, the results cannot be generalized to the whole population. Nonresponse bias can, however, be estimated to increase the reliability of a study (see e.g. Armstrong & Overton, 1977, 396).

According to Jyrinki, another problem concerning mail surveys is that, unlike in an interview situation, respondents cannot get additional information about a single question. Therefore, questions must be clear and unambiguous, otherwise they may be misunderstood or left without an answer. Third problem area is related to answers. Uusitalo (1991, 93) suggests that some respondents' answers may reflect their role behaviors rather than their own opinions. Some respondents, on the other hand,

may give answers that they assume are wanted or socially approved (Jyrinki, 1976, 129-130).

The study was carried out by sending a questionnaire in the end of May, 1995 to all the 110 non-Finnish managers who had joined Nokia between April 1994 and April 1995. In the questionnaire (see Appendix A) the new managers were asked how well they had been introduced to their working environments during their induction (socialization) periods, and how much information they had got about the Nokia values. The target group consisted of *all* managers even though they did not have subordinates; also team leaders and specialists who have responsibility for other people were included. The questionnaire was also sent to Human Research managers in each country who were asked to forward it to anyone that should have been on the list, and so it is impossible to say how many managers altogether received the questionnaire. 64 managers returned it, however, and because very few came by the end of the first deadline (9th June), the scope was extended so that it in the end included all managers who had joined Nokia between January 1994 and June 1995. Seven answers were excluded due to inappropriate joining month or year, or for the respondent not being a manager, which resulted in the final, usable number of answers to be decreased to 57. Of these, 36 were from Europe, 1 from Australia (handled in the same group with Europe), 16 from Asia and 4 from the USA.

As a result, it should be noted that the respondents in this survey *do not form a random sample* because every new manager received the questionnaire. The fact that only half of them returned it, affects the outcome of the survey, as pointed out above, because it is not known what kind of people did not answer, i.e., did some managers neglect to answer

- because they felt their inductions were so good they did not have anything to complain and thus no need to send their comments?
- because they felt their inductions were so poorly arranged they did not even bother to comment it?
(One expatriate who was excluded from the

survey for not being a manager gave extremely bitter comments about his induction.)

- because they had not even heard about induction?

All these alternatives can distort the general picture of the present situation in management induction, and thus no statistical conclusions should be drawn from the results. However, the results are in all likelihood *indicative*, and clearly show the areas that need attention.

The small number of the returned questionnaires also made it difficult to generalize the results regarding single markets; there were as many as eight countries with less than three responses. However, in order to get a more concrete perception of the induction processes in different key markets, six countries will be handled closer. These are Italy, the U.K., Germany, the USA, Thailand, and China. These were the only countries that had at least four respondents.

3.2 Crosstabulating Background Variables

Some background variables (age, business unit, previous industry and individual induction program) were crosstabulated with the questions, but because the group is so small only few results were statistically significant or valid. In this study, the Chi-square method was used when examining correlation between different variables. The calculation, however, is not precise if certain conditions are not met (see e.g. Lehtonen, 1990, 86). Because of the fewness of the answers, only six cases in this study met these conditions; of these, five were related to individual induction program.

The situation did not change even though the question classes were united so that alternatives 1 and 2, and on the other hand, alternatives 4 and 5 formed one class instead of two, respectively. As Lehtonen (*ibid*) points out, the unification of classes may lead to a situation where the above conditions are met, although it simultaneously reduces information thus weakening the test. However, as above said, the unification did not help in this case. The best solution would obviously have been to also

include the survey those managers who had joined Nokia in 1993 to get more answers. On the other hand, it would probably have been more difficult for them to remember such details of their induction processes as asked in 1995.

However, as some of the results may be indicative, they will be discussed in connection with the specific questions.

4. MANAGEMENT INDUCTION IN NOKIA TELECOMMUNICATIONS

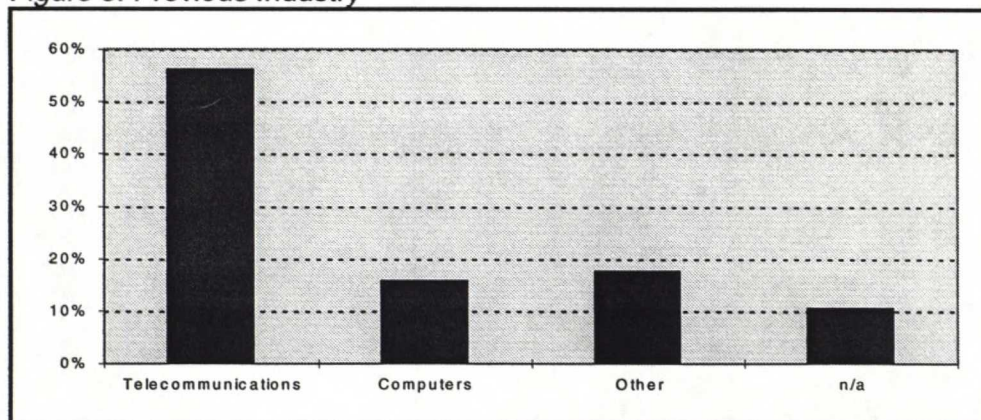
4.1 The Background of Nokia Telecommunications

Nokia Telecommunications (NTC) is a part of the Nokia technology group, which is a global telecommunications systems and equipment manufacturer. As one of Nokia's key business groups NTC supplies telecommunications systems and equipment for use in fixed and radiotelephone networks. Customers include companies and authorities providing telecommunications services, and organizations, such as power companies and railways, building up their own dedicated networks. In 1995, the business group's net sales equalled FIM 10,3 billion and the amount of personnel at the year end totalled 9,915.

4.2 Respondent Profile

The respondents form a rather homogenous group when looking at the background factors, such as age, sex or previous industry. For example, in terms of age, 82% of all managers were under 41 years old and no one was over 50. Moreover, as figure 3 demonstrates, 72% had a telecommunication or computer industry background. The third group, "other", is formed by managers who have previously worked for management consulting, public sector (e.g. government, defence, university) and oil and gas industry. Only five respondents were female.

Figure 3. Previous Industry



When the age factor was examined in more detail, it was found out that as many as two thirds of those managers who were not over 30 years old came from Asia. This means that even 3 Asian respondents out of 4 were rather young. Thus, when the age factor was crosstabulated with other questions, it was not a surprise to find out that the answers of the “young” managers strongly followed those given by the Asian. The main question then is, which one of the two factors - area or age - affects the Asian answers. Based on the findings of the study, it could be assumed they both have an effect. For example, only half of the respondents in the first age group had got at least a relatively clear idea of Nokia during their induction periods. This could indicate that the inductors in Asia have not concentrated in this area. On the other hand, it is rather obvious that age is the major reason why almost 80% of the “young” managers would have wanted much more information about NTC’s expectations towards new managers.

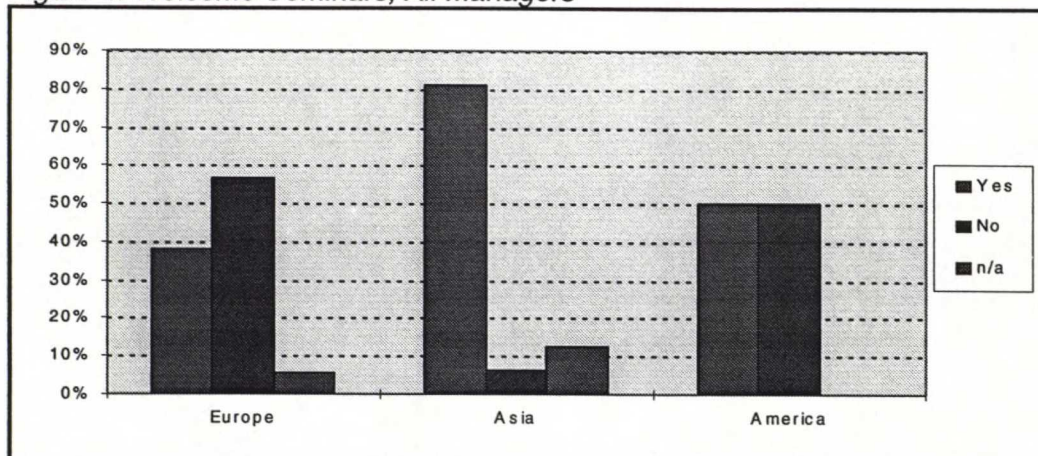
Of all the managers, the second age group seemed to score highest and above average concerning most of the questions.

4.3 Beginning of the Induction Period

Welcome seminar

In answering the question “Was there a Welcome to Nokia/NTC -event arranged for you?”, only half of the managers answered “yes”. In Europe, 39% of the respondents had got a chance to attend one, and the situation seemed to be best in Germany.

Figure 4. Welcome Seminars, All Managers



In Italy and the U.K., on the other hand, only 3 out of 9 and 1 out of 7, respectively, had had the seminar arranged, and in Portugal, none. As depicted in figure 4, the welcome-events seem to be best organized in Asia where even 13 out of 16 managers have attended one.

More detailed answers were expected regarding e.g. the issues discussed in the seminars, but the question did not seem to be very inspiring: most respondents just answered how long the event took, where it was arranged and by whom. Typically, the seminars tended to take one day, except in Thailand usually two days, and were often organized by the HR department. Only few mentioned anything about the quality of the event; of these, most were thanks. It looks like the events were not like one manager said they should be: such that they “remain in memory for a long time with the information presented”.

Individual Induction Program

47% of those whose answers were available had an individual induction program made for them. There were no significant differences between countries, but when comparing the answers of men and women, it appears that all five female respondents have had a program made for them. When the individual program was crosstabulated with other questions it was found out that, exclusive of a few exceptions, those who had it made also had better knowledge regarding many areas. The five women, for example, had better perceptions than average of NTC as a whole, as well as of the goals and objectives of NTC, their business units,

departments, and own roles within NTC. They also had discussed the values more often with someone. These results do not have statistical support but are consistent with those results that do have statistical significance. For example, almost 90% of the managers with individual programs had got either a very clear or relatively clear conception of NTC during their socialization periods, whereas the corresponding percentage of the other managers was 50%. It also appears that even 80% of those respondents who had individual programs had talked about the values with someone, whereas only 30% of the other managers had discussed the values. The corresponding percentages concerning development discussions with superiors were 72% and 39%, respectively.

The problem is that only three results had any statistical significance, and thus the differences in other results may have been caused by a chance. However, since the results are so consistent, there is a reason to believe that they are fully indicative. Thus, it can be assumed that when an individual induction program is made for a new manager, it will improve his or her general view of many areas, since it usually means that the persons responsible for the induction are willing to put effort into it and plan it beforehand.

The only exception to this is Germany where none of the respondents has got through a personalized induction plan. This is surprising because, as will be shown later, the German managers have the best perceptions concerning nearly all questions.

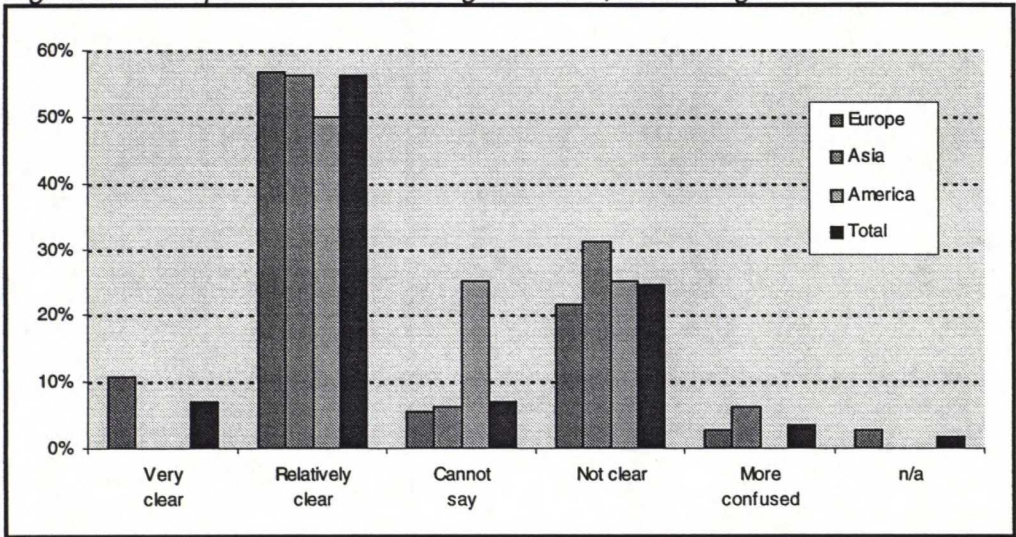
4.4 Contents of the Induction Period

4.4.1 *Perception of Nokia and NTC as a Whole*

When asked how clear an idea of Nokia the managers had got during their induction periods, 63% of the respondents answered either very clear or relatively clear. It is notable, however, that almost one third of managers had not got a clear idea, and two of them had in fact got more confused compared to their previous knowledge. As figure 5

demonstrates, the answers were divided quite evenly between the continents. The worst situation, however, seems to be in the U.K., where only 30% got a relatively clear picture of Nokia, and almost 60% did not. In Thailand the numbers are 60% and 40%, respectively. Italian managers on the other hand, had the best perception of Nokia. As figure 5 shows, the opinions in the USA are quite divided, but it must be remembered that only four American managers answered the survey. The same also concerns China, where all four managers answered the question differently.

Figure 5. Perception of Nokia During Induction, All Managers

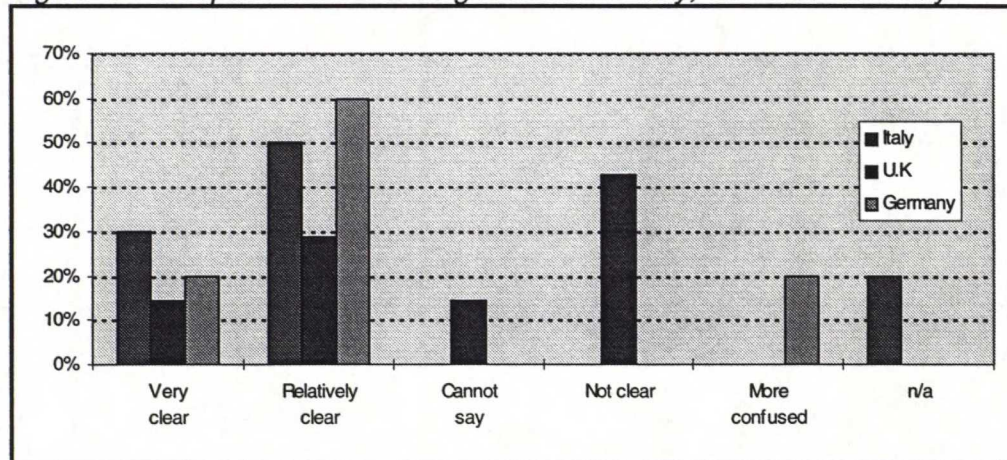


The answers concerning NTC were very much the same, with the exception that the number of those who could not say doubled to 14% and the no-answers decreased to 17%. However, one third of Asian managers still thought they did not get a clear picture of NTC, and no Asian or American manager got a *very clear* idea of NTC or Nokia. As can be seen in figure 6 on page 44, Italy and Germany had the best situations in Europe, and the U.K. the worst again: 43% got either a very clear or relatively clear idea of NTC but 43% did not get a clear perception. The opinions in the USA and China were mixed again.

Of the background variables, the previous industry seemed to have an effect on the answers concerning Nokia. It was not a surprise to discover that those who came from telecommunications industry had the clearest idea of Nokia as a whole. It can be assumed to some extent that Nokia

had been familiar to them already before they had joined it, and on the other hand, the inductors may have stressed the area knowing it would interest those managers. Those newcomers who came from the category “other”, on the other hand, seemed to be least informed about the Nokia Group: only 40% agreed they had got at least a relatively clear picture.

Figure 6. Perception of NTC During Induction in Italy, U.K. and Germany



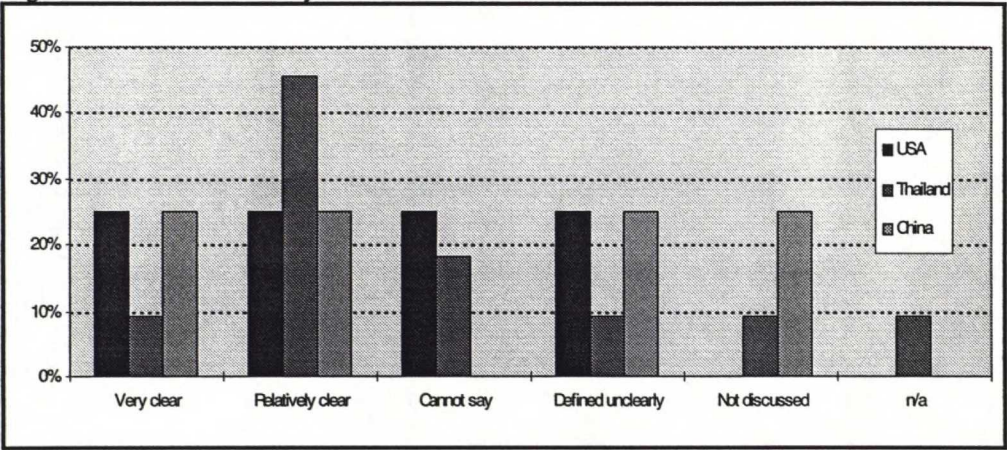
4.4.2 Goals and Objectives

In answering how clear an idea the respondents got of the *goals and objectives of NTC*, 70% responded either very clear or relatively clear, and 16% that the goals were defined unclearly or not discussed. The goals seemed to be least understood in the U.K. where only 43% of managers said they got a relatively clear picture of the goals of NTC during their inductions. 43% also said the goals were defined unclearly or not discussed at all. Best situations were in Italy, Germany and Thailand. Managers in the USA and China answered the question differently.

The *goals and objectives of the business units* were for some reason little less understood after the induction period. Two thirds of all managers thought they had got either a very clear or relatively clear idea of them, but almost every fifth argued the goals had been defined unclearly or not discussed. The goals were best understood in Germany (80% of the managers had at least got a relatively clear idea), in Italy and in the U.K. (70%). Figure 7 on page 45 demonstrates the situations in the USA and

China. As can be seen, each manager has a different opinion of the issue again.

Figure 7. Goals and Objectives of the Business Units in USA and Asia



As mentioned earlier, this is not rare at all; in fact there were only a few questions in this survey, of which the American and Chinese managers had same opinions. One reason for this can be that their inductors have guided them differently and given them a different amount of information regarding the issues.

Again, those managers who had telecommunication backgrounds also found the goals and objectives of NTC and their business units most clearest. The third group, “other”, performed worst again, indicating perhaps that the inductors have not taken their different backgrounds enough into account.

Surprising, perhaps, was that almost 40% of the managers in the oldest age group did not get a clear picture of the goals of either NTC or their business units. It may be their inductors have neglected these areas, thinking they must already be familiar to the “old” managers. On the other hand, one would think that the older managers - having more experience to rely on - would have been more eager to require more from the inductors regarding such important areas as the goals of the business units, for example.

Department goals seemed to be the most clearest after the induction period: 80% answered very clear or relatively clear, but every tenth still

had not got a clear picture. In Asia, nearly every fifth and in the USA, 1 out of 4 felt they did not get a clear conception of the goals of their departments. In Germany, all managers had got at least a relatively clear idea. It was also notable that in all crosstabulation categories, the differences between groups became even here, as could be expected when discussing the goals and objectives at this level.

Personal goals and objectives were not as clear after the induction period as the department goals were. One third said they were very clear, one third relatively clear, 16% said they were not because the goals were defined unclearly or not discussed, and 14% could not say. This is notable because, if in the worst case every third new manager does not know or is unsure of the goals of his or her own role within NTC after the induction period, how can he or she be the leader of others when in addition every tenth new manager does not even know the goals and objectives of his or her own department. Partial explanation may be that many managers hope to see some kind of a job description (on paper) during the induction period, and if there does not exist one, they feel a bit "lost". In China, half of the managers understood the goals of their own roles very clearly or relatively clearly, and the other half did not. The same situation was also in the USA. German managers understood their goals best (80%), and the other countries were somewhere in between.

4.4.3 *Nokia Organization and Other Business Units*

The basic characteristics of the Nokia organization (e.g. that it is non-hierarchical) were discussed with 70% of the new managers. In the USA and Germany, all respondents had discussed them with someone, but in Thailand only half of the respondents.

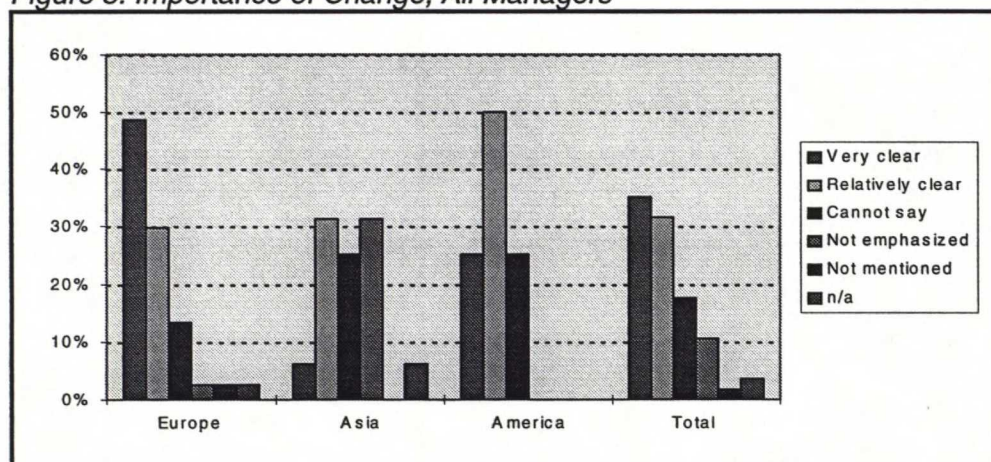
In answering the question "Did you get information about the other business units of NTC?", 70% of all respondents said they had got an overview. Less than 5% had discussed the units thoroughly with someone and 14% had not got any information at all. The managers in Italy and Thailand seem to be best informed: 90% of the Italian and 82% of the Thai managers had either got an overview or discussed the units

thoroughly. In the U.K. on the other hand, the units were less discussed: 57% had got an overview but 43% got no information at all.

4.4.4 Importance of Change

Figure 8 shows the division of the answers to argument “It became clear to me that *change* is one of the key words in the way NTC operates”. This became very clear or relatively clear to two thirds of all respondents, but as can be seen, the difference between Europe and Asia is remarkable: in Europe (and USA) there are twice as many yes-answers as in Asia. The Chinese were least informed about the importance of change: 3 out of 4 said it was not emphasized. In Thailand, 36% could not say if the idea had become clear or not.

Figure 8. Importance of Change, All Managers



Since Asia is a new, constantly growing market area, the organization and the operating modes are also changing strongly, which should not become a surprise to new Asian managers when they after induction take the full responsibility. At the moment it seems that only 4 out of 10 can say they understood at least relatively clearly the importance of change during their induction periods. Obviously it should be emphasized more, because the ability to adapt to change is crucial in the industry.

4.4.5 *Values in Practice*

Nokia has four important corporate values: customer satisfaction, respect for the individual, achievement, and continuous learning. The answers to the question "How do the Nokia values reflect in your work?" can be divided roughly as follows: approximately 40% of all answers were merely positive, some 40% belong to group "No influence/ No answer", and the remaining 20% criticized the values to some extent.

A good 40% of managers did not have any problems in describing (positively) how the values influence their work. The most emphasized value seems to be customer satisfaction. For example, one Portuguese manager said: "I've been trying to develop a strong relationship with our customers, understanding their business and needs so that they can see us as a partner and not only as an ordinary supplier." Otherwise the answers were so different it is hard to find any connecting thought. A few managers said the values give them the freedom to carry out their work the way they feel best, but not all respondents were even this precise; many of them just answered "quite well", "very positively" or "continuous learning is an essential part of the job". It seems that the best way to describe the present situation is in one manager's words: "Trial and error. You have to define your own way to handle the issues." The best situations seem to be in Norway, Germany, Portugal and the USA, where most answers were positive.

Nearly 40% did not answer the question, could not say, or said the values have no influence. Only one manager gave a reason for his "no influence"-answer and said he has a bad image of Nokia because his responsibilities and "other things" (whatever they are) are not clear. Seven managers did not answer the question. Reasons for this can be that either they did not have time to think it closer, it was difficult for them to describe the ways or they simply had nothing to say. A few managers were recruited just recently and that may explain their answers, but the remaining percentage is surprisingly high taken into account how highly appreciated the values are by the company. In this group, the leading countries were Italy, the U.K., Thailand and China. In the U.K., for example, two managers had difficulties in understanding the values, one was "unsure", one did not

answer, one said the impact was negligible, and two managers could not say exactly yet because they were recruited a month earlier.

An explanation of these findings may be seen when looking at another value-related question. It appears that in the U.K., only 1 manager out of 7 had discussed the values personally with someone, 5 had got material about them, and 1 person no information at all. In Thailand, nearly 30% had discussed the values superficially, 30% had received material, 20% had got nothing and the rest could not say. (Compared to Germany, for example, where 80% had discussed the values with someone.)

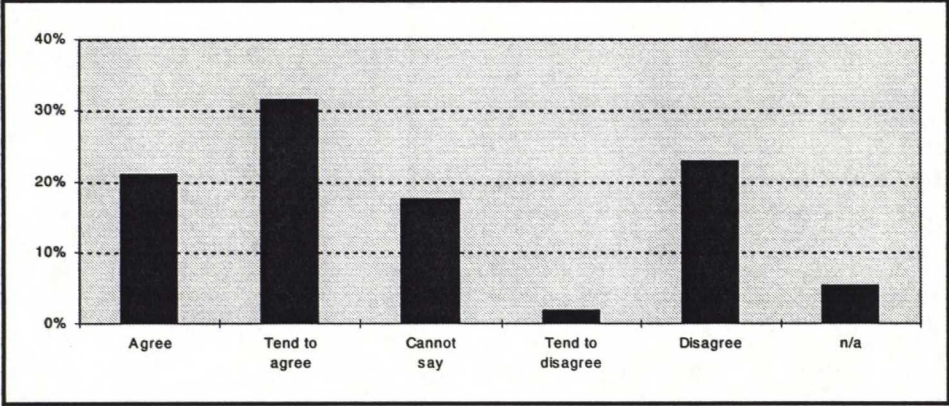
Another explanation may be cultural differences. Some of those remaining 20% who presented some criticism towards the values argued that some of them - especially the "respect for individuals" - are not always quite applicable as such. For example, one Italian manager mentioned that, when speaking of the respect for individuals, the Italian style is more rigid and it is also difficult to combine hard goals with it. One Englishman said he still finds the values difficult to understand as he thinks the way Finnish people and English people interpret them is different, and another British manager complained it is difficult to actually get anything done because every change has to be agreed and wholeheartedly endorsed by everyone. Apparently this is an area that needs more careful consideration.

4.4.6 *Network Organization*

As can be seen in figure 9 on page 50, only 53% knew NTC is a "network organization" although 70% of the respondents had discussed the basic characteristics of the Nokia organization with someone. There can be several reasons for this difference. First, the argument "I knew NTC was a 'network organization' before I started working" does not mention *induction*, and some respondents may have understood that the argument meant the time *before joining Nokia*. In this case the argument does not evaluate what it should, and therefore it should be viewed with certain reservations. Second, in question 19 it was only asked if the basic characteristics (e.g. the non-hierarchy) were discussed, but not *how*

profoundly or how clear it became to the respondents. Third, it may be that some managers have not realized words “non-hierarchical” and “network organization” mean the same.

Figure 9. “I knew NTC was a ‘network organization’ before I started working.” All Managers.

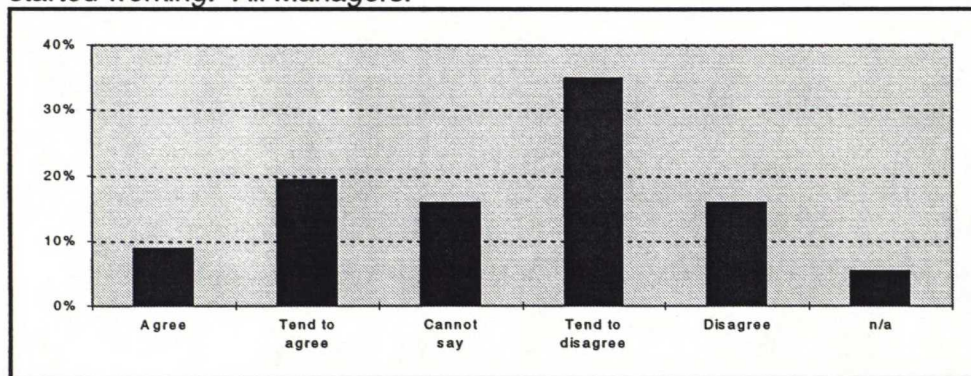


4.4.7 Constantly Changing Organization and Continuous Learning

The same problem concerns the next argument, too. As figure 10 on the next page shows, even 28% were surprised that NTC organization is constantly changing, although only 12% said it did not become clear to them that change is one of NTC’s key words. Again, the argument does not include word “induction”, which may have misled some respondents. Thus, some reservations are needed here as well, and no direct conclusions should be drawn from the result.

Almost 9 managers out of 10 understood during their inductions how important continuous learning is at NTC. There were no significant differences between the countries.

Figure 10. "The fact that the organization and the operating mode of NTC are constantly changing was a surprise for me when I started working." All Managers.



4.4.8 Customer Satisfaction

The implications of "customer satisfaction" became clear to 70% of all respondents during their inductions. As figure 11 illustrates, the British managers understood them best in Europe (over 70% tended to at least agree), whereas the Italian managers seem to have had some problems: even every third disagrees or tends to disagree with the argument.

Figure 11. "The implications of 'customer satisfaction' became clear to me during my orientation period." Italy, U.K. and Germany.

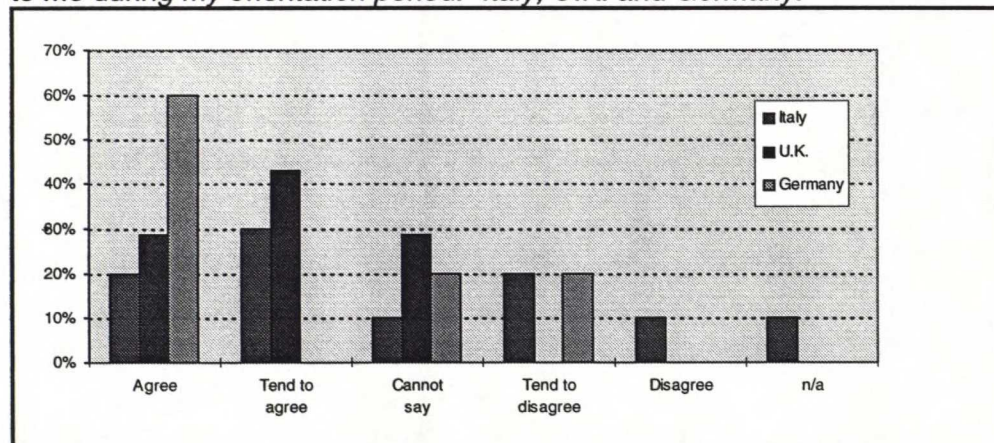
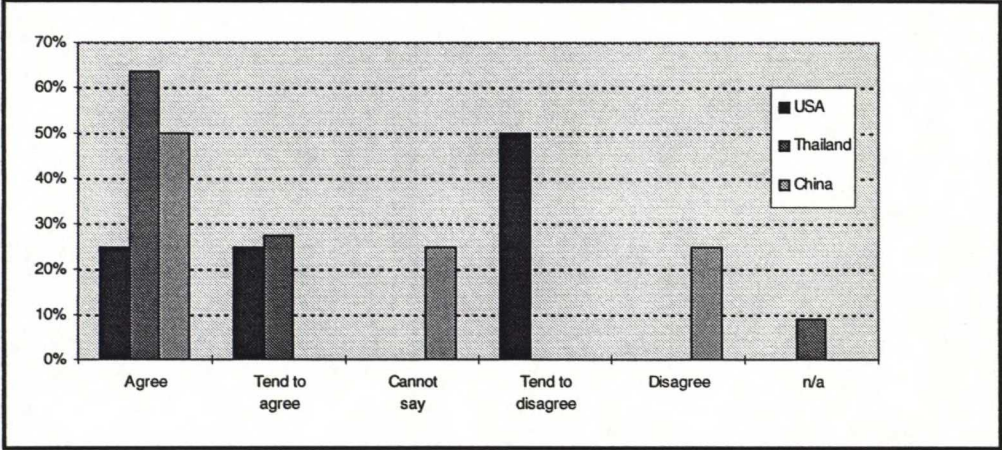


Figure 12 shows the corresponding situation in the USA and Asia. Only half of the American and Chinese managers answered at least "tend to agree", which could be explained by the previously mentioned assumption that the four managers in each countries have had different kinds of inductors. However, if these percentages reflect the whole situation in both countries (and in Italy), something should be done soon to improve

the understanding. Thailand on the other hand, made a positive exception: 10 out of 11 tended to at least agree with the argument.

Figure 12. “The implications of ‘customer satisfaction’ became clear to me during my orientation period.” USA and Asia.

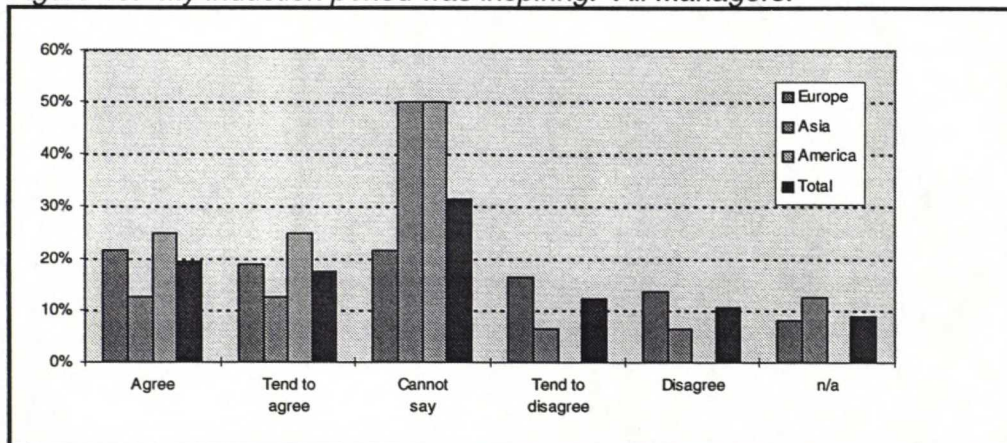


Interestingly, only a good 40% of those managers whose previous industry had been “other” agreed or tended to agree that they understood the implications. This may partly be explained by the fact that some of them had worked for public sector where the concept of customer satisfaction is perhaps less appreciated.

4.4.9 Inspiring Induction Period?

Figure 13 illustrates the answers given to statement “My induction period was inspiring”. As can be seen, roughly 4 out of 10 answered at least “tend to agree”, one third could not say, and every fourth disagreed or tended to disagree. Most satisfied in this sense were the German managers (60% found the induction period inspiring in some respect), the American, and the Chinese (both 50%). In the U.K., on the other hand, only one manager found his induction inspiring; the others disagreed or tended to disagree. In Italy, half of the managers could not say, and in Thailand the corresponding figure was close to two thirds.

Figure 13. "My induction period was inspiring." All Managers.



However, it is interesting to note that nearly 60% of the managers with individual induction programs tended to at least agree that their induction periods were inspiring, and only 17% disagreed. The corresponding percentages of those who did not have individual programs were 25% and 32%, respectively. Although this result is not statistically qualified, it seems to indicate that when an individual program is made it simultaneously means the inductors are ready to put effort into the period, thus making it more inspiring. This, however, does not explain the opinions of the German managers who did not have individual programs.

Age, on the other hand, did not seem to affect the opinions. It could have been expected that the young managers would have found the induction period more inspiring, but their answers fell below average. Also the oldest respondents seemed to feel negatively in this respect: even over 40% disagreed or tended to disagree.

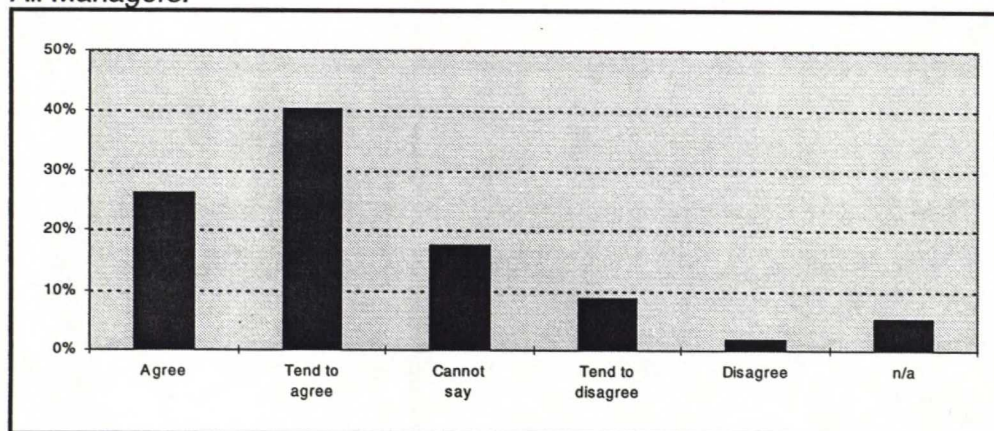
Another question is whether the induction period should be expressly *inspiring*, and if so, what people consider inspiring. Some may find it inspiring to learn new facts and ideas, whereas others want to travel and have dinners with colleagues. Perhaps the high percentage of "cannot say"-answers shows that most of the respondents do not know it either.

4.4.10 Values as Guidelines

Two thirds of the respondents indicated they use the Nokia values as guidelines in their work, and as figure 14 demonstrates, every fourth uses

them often. Every tenth new manager uses them only rarely or not at all, and almost every fifth cannot say if they use the values or not. In Germany, all managers include the values in their activities and in the USA, three out of four.

Figure 14. "I often use the Nokia values as guidelines in my work."
All Managers.

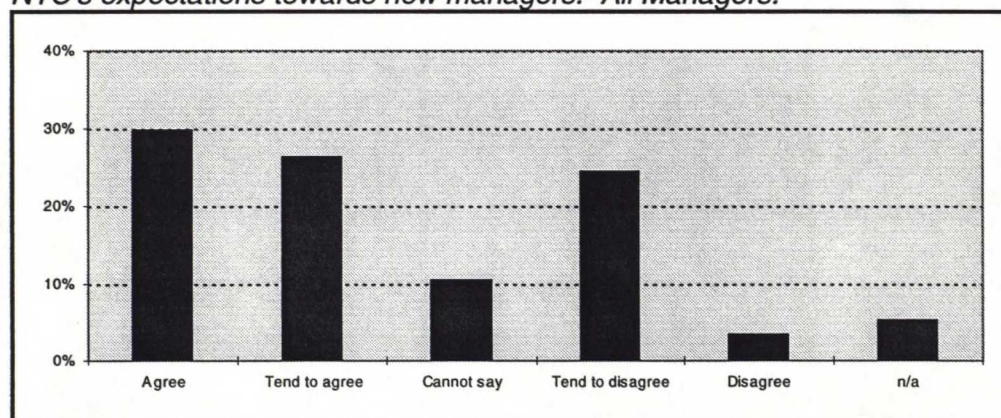


When looking at the "Values in practice" -answers earlier in this section, it appears that only 40% could describe positively how the values are reflected in their work; yet here even 66% claim they use the values as guidelines. Of course, although some managers presented criticism towards the values, it can be assumed they nevertheless use them, but there is still a gap between these two questions. In explaining this, it could be argued that there is some inconsistency in the answers. For example, there were five managers who did not answer the open question earlier, but tended to agree that they use the values as guidelines. This, however, does not necessarily mean the answers are inconsistent: it is simply easier and faster to circle an alternative than to answer with own words. Two British managers who were recruited a month earlier could not say exactly yet how the values are reflected in their work, but agreed that they use them as guidelines. They could have been already thinking about the future. There was one manager, however, whose answers were clearly conflicting, and because of these unclarities, the answers to argument "I often use the Nokia values as guidelines in my work" should be viewed with certain reservations.

4.4.11 Expectations towards Managers

Approximately one third of managers would have wanted *much* more information about NTC's expectations towards new managers. Furthermore, as illustrated in figure 15, every fourth tended to agree, but almost 30% disagreed or tended to disagree. In Thailand and the U.K., over 70% and in China, all the respondents agreed or tended to agree that they would have needed much more information in this respect. As said before, however, the numbers in Thailand and China can be partly explained by the fact that even 75% of the new managers in these countries are rather young - 30 years or under - and have thus little or no experience of being a manager.

Figure 15. "I would have needed much more information about NTC's expectations towards new managers." All Managers.



4.5 Performance Management Process

Performance Management Process (PEM) is a management method that focuses primarily on target setting, evaluation, and development on both the individual and the team level. PEM is carried out through a "Development Discussion" which is a systematic and repeated talk between an employee and a manager. The objective of the development discussion is to improve performance and open communication. NTC has special forms which help managers to conduct such a discussion.

Performance Management Process was familiar to 58% of the respondents. Figures 16 and 17 show the situations in the six key markets. As depicted in figure 16, all the managers in Germany know what PEM is, but in Italy and in the U.K. it seems to be remarkably less familiar. However, the inferior performance in the U.K. may be partly explained by the fact that those British managers who did not know PEM were all recruited a few months earlier. In the USA and China, only one manager out of four knows about PEM.

Figure 16. PEM-knowledge in Italy, U.K. and Germany

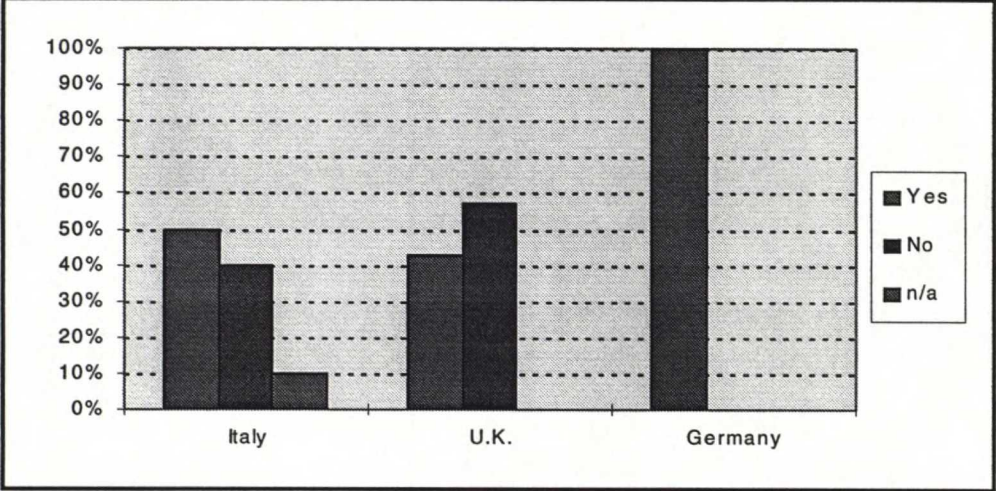
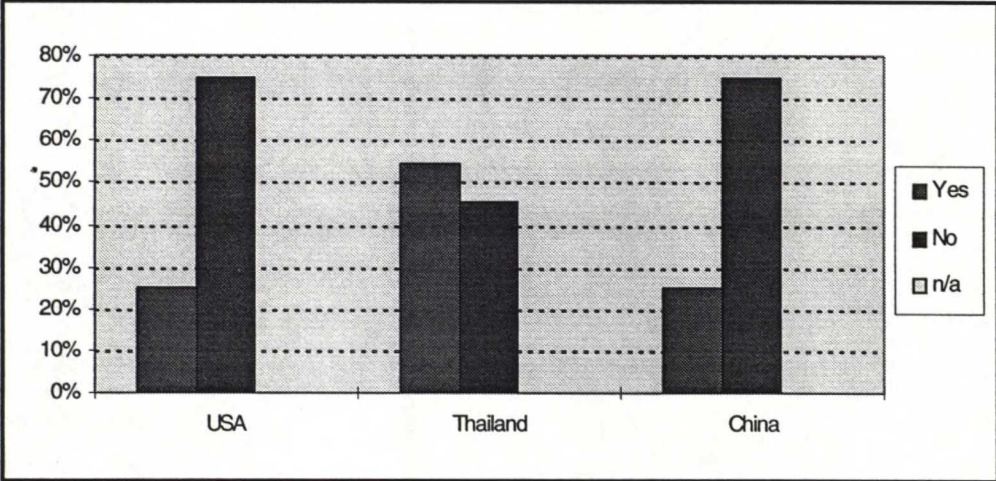


Figure 17. PEM-knowledge in USA and Asia



Development Discussion

Half of the managers indicated they had had a development discussion with their superiors. The only exception was China, where none of the four managers has had it. Only 40% of the respondents had subordinates, and of these respondents, more than half have had a discussion with their subordinates.

Almost 80% of those who have had a development discussion either with their superiors or subordinates said they feel confident in them. The seven managers who did not, gave very different reasons for it, of which the most relevant are presented below.

One manager, for example, who was familiar with all three factors of the development discussion - objectives, contents and tools - was not sure how far the discussions are put into practice and how serious his superiors are with them. Another manager who had had discussions with his subordinates complained there is no defined training for the situation. Because he is not familiar with the objectives, contents or tools of the development discussion, he has obviously missed the whole idea of it during his induction. A good question is, what he in fact has talked about with his subordinates if he does not know the objectives or contents.

Two managers complained they were not familiar with the whole process, for example how the data is handled and how the results are analyzed. The other has had a discussion with his superior but does not know what PEM is, or what the objectives, contents or tools of the development discussion are. It seems that he has had a "development" discussion without his superior explaining him anything about it. He also complained he did not get any feedback on how he was doing, or how to improve.

Conducting a Development Discussion

Since one objective of the development discussion is to "define development needs and make an individual development plan", it is recommended that the "Performance Management by Development Discussion" is made familiar already in the beginning of the induction

period, and the managers should be given - not only the tools - but also some training *how to use them*. It would be a mistake to automatically assume that everyone is able to conduct a profound, private discussion about one's strengths and shortcomings. Giving both positive and negative feedback can, for example, be very difficult for some people, and without guidance the whole discussion may be waste of time or a mere formality. In the worst case it can be extremely frustrating - especially if the expectations are high. One expatriate in Thailand gave an example:

The so called "development discussion" lasted 45 seconds with my manager this year. I've very seldom felt so disappointed. Here is a transcript of the "development discussion":

Manager: - Hello. You work good. Your raise is 8,000 bath. OK?

Me: - OK, I guess.

Manager: - All right, it's set then. Bye.

Me: - Bye.

It can be assumed that part of the problem here was that the manager could not use his or her native language, but on the other hand it is very obvious he or she did not even try to have a proper discussion. It is notable that four out of the seven managers who did not feel confident worked in Thailand, and two of them were expatriates. Inadequate knowledge of English can be an obstacle to a profound discussion, but then the importance of the tools (forms) and the training how to use them only becomes more emphasized, because they help the manager to carry out the discussion in the same order and terms every time. More important than language proficiency, however, is the *will* to implement the discussions to the best of one's ability, and some training is probably needed here, too.

4.6 Areas of Improvement within the Induction Process

This section includes some general comments and suggestions from the respondents regarding the areas that in their opinions need improvement in the induction process. They were also asked what else would have been important to know and how *they* would improve the problem areas. The evaluation was asked to be made from two points of view: on the one

hand, point A referring to induction for *all new staff* and on the other hand, point B to the induction process for *new managers especially*. However, because the answers varied a lot - especially in point B - and because only few respondents (18%) made the evaluation from the *both* viewpoints, the comments are presented as one whole.

More precise and systematic induction plan. Some respondents complained their inductions were too loose - some did not even notice they had one - whereas other managers felt their induction periods were too rushed and everybody so busy they "just had to get on with it". Therefore, it was wished that the inductors had more time to carry out the induction process, that the induction programs were more systematic and that there in general was a plan to follow. It was considered most important that the induction program is prepared beforehand. If some parts of it are not ready they should be postponed, otherwise it was said to be nothing but frustrating. Some coordination was also hoped between the newcomer's tasks and the induction process so that the inductee's work would not prevent him or her from taking part in the events. (A strong commitment to a project right from the beginning could, for example, be such an obstacle.)

Roles and responsibilities. Among the most popular areas of improvement were *job descriptions*. As said before, 16% of the respondents admitted they had not got a clear idea of the goals and objectives of their own roles within NTC during their inductions, and as many were of the opinion that the definition of roles and responsibilities during induction had been inadequate. Although Nokia's culture does not favour strict job descriptions they should perhaps be given a second thought at least in some form, because, as the organization grows bigger, it becomes more and more difficult for many people to operate in it without a closer look at one's job responsibilities. The responsibility for this falls mostly on the newcomer's superior, from whom more coaching was expected in this matter.

Values, Culture and Nokia Way. More information was also required on the Nokia values and culture. When asked how the managers would improve the knowledge, one said he would try to make people understand

the values are not just a few sentences. Practical exercises could help in this; also magazines, outlets, videos and group discussions were offered as ways to give new managers sufficient background knowledge of the above areas. All new employees should be given the Nokia values booklet, but the follow-up of the values is equally important. In supporting this, one manager suggested that all staff should get updates and amendments as a “refresher” every few years. From the managerial point of view, the respondents were especially interested in differences in cultures and business practices.

Procedures and organization charts. A few managers would have wanted to know more about both locally existing procedures and the company level procedures, and how they impact on daily work life. One problem area seems to be “who to contact for what”. Organization charts were already wanted before joining Nokia, and many managers also missed them during inductions. One manager even demanded a chart with every person’s photo, name and current position on it - a request that may be impossible in practice due to problems in updating it. However, these charts seem to be so needed that some kind of solution is recommended. One solution is to discuss and emphasize more the fact that the company has a network organization where everyone has to find the information sources him/herself. Also, a discussion on “who is who” would help a new manager in the beginning.

Management skills training was also one area that gained support from the managers. This is not surprising: it can be assumed that most respondents are engineers whose education has not included managerial or human relations courses. When the managers were asked what internal training they have participated in, it was found out that the chances for *technical* training seem to be good and widely used: 85% had participated at least in one course. Of these, almost two thirds had received some *management* training as well, but only 30% of them had participated in *more than one* management training course. Over half of the managers did not have subordinates yet, and thus it may be that managerial training is not considered essential by their superiors, or it is automatically assumed that the new managers can “do their jobs” - especially if they have been managers before.

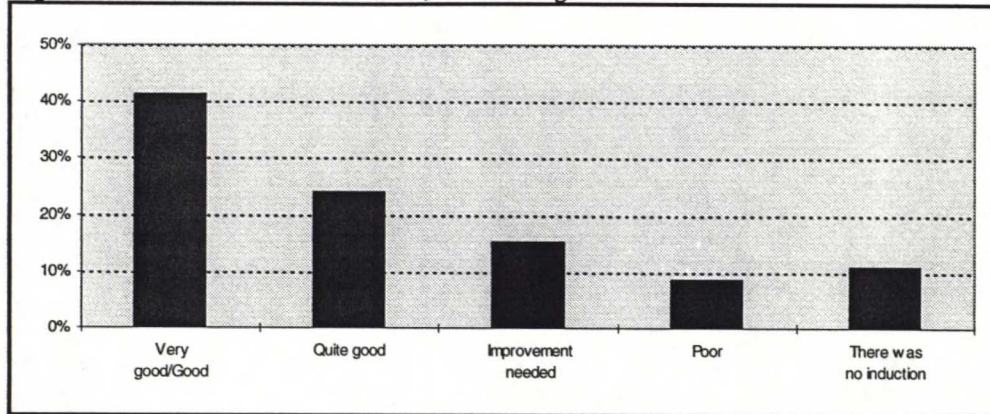
However, if Nokia wants to develop and maintain its own way of management, it is recommendable that the expectations towards new managers are brought out already during the induction period and some basic management and leadership courses are provided for everyone irrespective of whether the new manager has subordinates or not.

Besides technical and managerial training, also training in marketing was required for those whose technical backgrounds do not include any knowledge of it. One Thai manager said: "We should try to change the attitudes and opinions of the marketing related persons from engineering orientated to marketing orientated. Then Nokia will be more dynamic and become a major player in the world."

When asked what was especially *good* in the induction period, 25% of those who answered the question were of the opinion that knowing the key people and discussing with colleagues were the best contributions of the period. Other employees' willingness to cooperate and take time when needed also received acknowledgement. A few respondents felt the internal training and some trainers were the best parts of the induction period, whereas some found the chance to start "real work" immediately very important. Every tenth manager said, however, that there was nothing or very little good in it. From the managerial point of view, freedom at work, 100% responsibility already during the induction process was considered good as well as the received support to help to manage the responsibilities. Manager meetings and good integration in teams also received thanks from the respondents.

All in all, two thirds of those who answered the last question considered their inductions to be at least "quite good". However, as shown in figure 18 on the next page, every fifth manager felt the induction was poorly arranged or there was no induction at all.

Figure 18. Induction as a Whole, All Managers.



4.7 Case Summary

In this section, the basic findings of the survey are summarized and shortly discussed. Further conclusions will be presented in Chapter 5.

Generally, the current practice of management socialization seems to be rather mixed. There were substantial differences between continents and countries, but also *within* countries when looking at different responses. In other words, every country had areas which have been well looked-after, and other areas that have been given less attention. Exception to this is Germany where the management socialization seems to be organized more systematically.

According to the answers given by the respondents, the biggest problem area seems to be related to the Nokia values. In Europe, especially the Italian and British managers found the values difficult to apply because of cultural differences. Otherwise the induction processes in these two countries seem to have been very different. In Italy, the period has been very informative when looking at the Nokia organization as a whole: the managers' views of Nokia and NTC as a whole are first rate as well as their conceptions of the goals and objectives of NTC, their business units, and departments. In the U.K., on the other hand, it looks like socialization concentrates mainly on information that is useful expressly for *local* business units and departments, and the broader view regarding the whole company is missing.

Of all the respondents, the German managers seemed to have the best knowledge concerning almost every area, although they did not have individual induction programs made for them. This is interesting because expressly the individual program seemed to have the strongest effect on the induction process regarding attitudes and the obtained information. The German managers thus seem to make a notable exception.

The induction process in the USA seemed to have another kinds of features. When looking at answers of the American respondents, for example, it should be noted that only 4 managers out of 10 returned the questionnaire, and thus their answers cannot necessarily be generalized to the situation of all new managers in the country. One problem was also that the answers of the four respondents tended to divide between the alternatives, giving a mixed picture of the present situation in the USA. One reason for these diversities in the opinions can be that the four managers have had superiors who have taken care of their duties as inductors in a very different way. This could indicate that in the USA, one's socialization depends on how the inductor takes his or her job. In that case, the inductors should receive training to help them unify the socialization programs.

Asia formed the third key market area. Most of the Asian managers were rather young which probably is reflected in some of their answers. For example, many of the Thai and Chinese respondents were unsure of what is expected of them as managers by the company. The role of change in their business environments also seemed to be rather unclear compared to the other respondents. Methodologically, China formed a problem area because only few managers returned the questionnaire. Also - like the Americans - the four managers who did return it, had divided opinions concerning many questions.

5. CONCLUSIONS

This final Chapter summarizes the findings of the study. It will also discuss the conclusions that have been drawn, and look at the implications that those conclusions would seem to have. Moreover, it will present research critique and limitations to the study. Finally, it will suggest areas for further research.

5.1 Summary and Discussion

In this study an effort has been made to describe and analyze the characteristics and problems of the management socialization process within a multinational company. The study is based on a questionnaire which was sent to all new managers who had joined Nokia Telecommunications between January 1994 and June 1995.

Based on Hofstede's (1992) findings, it was not a surprise to discover that the Nokia values were the source of strongest disagreement. Especially, the "respect for an individual" seemed to be difficult for some Asian managers to internalize. This is easier to understand when bearing in mind that Nokia's roots are strongly Finnish, and Finland is three times as individualistic as many of the Asian countries. Thus, what would seem to be a natural and right thing to do in Finland - respecting other individuals - may be ignored and neglected in Asian countries simply because Asian people tend to prioritize teams and societies over individuals. As Hofstede points out, individualism is mainly a Western invention; in Asia people are used to be part of something bigger, e.g. part of an extended family, and Western companies should take this into account in their socialization programs.

Problems may also occur in countries where the masculinity index is remarkably higher than in Finland. The respect for an individual may then actually be seen as a *feminine* value (caring for people) with which it is difficult to combine harder (masculine) goals. One way to improve the understanding on both sides is to make sure the values are thoroughly discussed.

When thinking how highly appreciated the values are by the Nokia Group, it is interesting to see that they are not given unreserved approval by the respondents. Based on the findings of the survey, it could even be said that only approximately half of the new managers are committed to the company values. In the future this can lead to more serious problems when the respondents start socializing their own subordinates. If the values are not understood or appreciated by the managers, it is highly unlikely that the new recruits will learn them better. Obviously this poses a substantial challenge for the company in the next few years.

Another major future challenge relates to Asia, one of NTC's most important future key market area. It appears that most of the Asian respondents are young managers with little or no experience of being managers in a multinational company. In the future their challenge is to manage the company and other people through a constantly growing and changing business environment, for which they should get the best possible starting point during their socialization periods. One way to improve the current practices would be to design an individual socialization program for every new manager. Based on the findings of the study, this seems to be the best way to make sure all the necessary aspects are taken into account.

One finding that also seemed to be consistent with the results of Hofstede was the non-existence of development discussions, and the low knowledge of Performance Management Process in Asia. For example, this human resource training method that is highly valued in Nokia has not gained support in China, which is not surprising if it is remembered that a development discussion - as many other training methods invented in individualist countries - is based on "honest and direct sharing of feelings about other people" (Hofstede, 1991, 66). This, according to Hofstede, is most "unfit for use in collectivist cultures" (ibid).

5.2 Implications for Developing Socialization within MNCs

It appears that one of the biggest problems of management socialization at NTC is that it is not very systematic. Every fifth manager felt the socialization process was poorly arranged or there was no socialization at all, and the most often presented criticism was that the program was not prepared in advance. Reason for this can be that people who are responsible for the socialization process cannot find the time to prepare it in advance. As pointed out earlier, this is not rare at all; in fact the lack of time is one of the biggest and most common obstacles to well-performed socialization in organizations. In this case, it seems there could be only some feasible solutions. One might be that the inductors are relieved from those duties that prevent them from concentrating in the program. This is, as one of the respondents said, "difficult in an environment that is so demanding and busy", but it is also a prerequisite for successful socialization. The other solution could be that a mentor, or coach, is assigned for every new manager. The mentor would be responsible for planning the socialization period and monitoring the progress of it. The newcomer's superior cannot, however, be released from all responsibility. He or she is often the person who is most familiar with the new manager's tasks and responsibility areas, and must therefore actively plan and monitor the process with the mentor. Besides time, the main suggestions the study makes for socialization purposes are the following:

- Revising the importance of individualism in certain countries
- Making an individual socialization program
- Arranging more welcome-events
- Follow-up of the socialization period

Values were one area that strongly came up in the study. Most importantly, the "respect for individuals" seemed to be least internalized among the respondents. For Asia's part, this is in accordance with Hofstede's findings, and it may be that the problem cannot be solved merely by discussing the values with new managers. Rather, it would seem to be necessary to revise the value, or its importance, in some way. In other words, although it needs to be thoroughly discussed as one of the

basic values of the company, it should perhaps not be emphasized too much because, as Hofstede (1991, 65) argues, Asian employees work best in groups.

The same also concerns development discussions. It can be asked whether it is meaningful to require the Asian managers to conduct them, taken into account that such open discussions are not a custom in Asia.

Additionally, it would seem to be important to plan part of the period together with the new employee, since not all managers need a similar introduction to their working environments. Although tailoring a socialization program to the needs of each new manager takes time it is essential in the respect that it enables the inductee to get the most benefit from his or her socialization period. As one manager put it: "Induction is meaningless if you haven't properly aligned the person, the role, the Nokia values and the strategic direction of the company. A HR strategy that includes this is vital, and is currently lacking."

One area that according to this survey in general needs more focus is to increase the chances of new managers to participate in welcome-events. As illustrated earlier, only 40% of the new managers in Europe, for example, had attended one. The significance of welcome-events, however, should not be underestimated. They are often the best way to present useful information about the whole company and the issues that are found important on the company level, as well as about the local policies and procedures. Lepistö (1991, 23) argues that people want to know much more about their working environments than what they in general are told. According to her, some companies have experiences that - when they have started organizing welcome-events - also employees that have worked years in the company want to participate in them. If a little effort is put in them, they can make a new employee feel welcome and develop a sense of belonging to the company, which is valuable in the starting phase.

Finally, consistent with Lepistö (1991, 23), the study strongly suggests the idea of arranging follow-up meetings after the socialization period is over. It is clear, however, that follow-up can often be problematic because it is

not easy to elaborate simple and exact measures to evaluate socialization (Tornberg 1987, 47). Despite this, follow-up must not be neglected; even a discussion with the inductee will help in the evaluation. It must be remembered that the “new” managers will be inductors themselves for other new managers - their own subordinates - some day, and learning from one’s own socialization period is thus valuable.

5.3 Research Critique and Limitations

The purpose of this study was to describe and develop the current understanding of the management socialization process within a multinational company. The more specific objectives were

- to describe some of the methods that can be used in the socialization process;
- to describe and analyze the need for differentiated socialization programs in multinational companies;
- to describe some of the problems that MNCs may encounter in socializing managers from different cultures.

In criticizing the study, the scope of the study imposed certain limitations. The most serious one concerns the exclusion of other aspects of socialization, such as introduction to local practices (e.g. terms of employment), and on-the-job training. Covering all these areas of socialization would have greatly enriched the findings of this study. The study, however, only focused on the orientation to the business culture, goals, and working environment of one multinational company. Therefore, generalizations concerning the holistic socialization process should be made with care.

Another limitation pertains to the scant attention given to the managerial point of view in the questionnaire. Basically, only every sixth question was related to *management* socialization especially. Of these, the last five questions were not very informative due to high nonresponse. A larger

number of management-related questions would probably have given more views on how to develop management socialization at NTC.

Methodologically, the study may be criticized for some unsuccessful questions which may not have evaluated what they should have. For example, some questions failed to include the word "induction" which could have misled some respondents to think about the time before they had joined Nokia. Also, question 27, in which it was asked whether the induction period was inspiring, would have needed more precise wording. As pointed out, different people find different things inspiring, and without further information or a clear definition for the word "inspiring", the question does not seem to provide fundamental information.

Another methodological flaw is the high nonresponse rate: only about half of the new managers returned the questionnaire. Also, some of those managers who sent their answers by fax had not noticed that the questionnaire was two-sided. This resulted in many half-completed questionnaires which were difficult to be sent back for completion because most of them were anonymous. Hence, in consequence of these problems, and because of the qualitative nature of the study, generalizations with highest validity cannot be made from the data. However, some of the results can be seen as indicative, showing areas that perhaps need to be considered more carefully.

5.4 Suggestions for Further Research

As said in the beginning of the study, the previous academic attention to management socialization and socialization in multinational companies has been very scant. Therefore, along the research process several issues - closely related to the study - have emerged. The following topics are listed as the most attractive and meaningful issues for further studies:

1. This study examined socialization in multinational companies only, but it would also be interesting to know how socialization processes differ in other organization types. For example, what kinds of socialization programs

would newcomers go through in small and medium-sized versus large companies? Moreover, a question can be asked whether small and medium-sized companies in fact *have* explicit socialization programs, and if not, which are the more implicit ways used in the process.

2. Also, future studies could examine how much a company's *culture* affects socialization. In other words, what would be characteristic to socialization in companies with strong organization cultures, and on the other hand, which would be the main problems in companies with weaker cultures.
3. Since this study focused on management socialization, future research could extend the scope by including e.g. other white-collar employees in the study. It could be investigated, for example, whether a management socialization process in a company differs from the process of other (white-collar) employees, and if so, which would the main differences be.
4. Finally, the role of the inductor would seem to need closer examination. In this study, the nationalities of the inductors were unknown, but future studies could research what kind of information is emphasized by inductors of different nationalities within a business unit, for example. Furthermore, a different view could be adopted: the view of the inductor. In other words, the socialization process could be examined from the inductor's viewpoint: how the inductor sees the whole process, and what he or she finds especially easy or difficult in it.

APPENDICES

Appendix A: Questionnaire

PLEASE READ THE FOLLOWING DEFINITION BEFORE YOU COMPLETE THE QUESTIONNAIRE

INDUCTION: the whole process and all training needed to give the new employee sufficient skills to be able to work effectively in his or her job; target is also to familiarize/initiate a person to NOKIA and NTC as a whole as well as to the telecommunications business and the way we operate.

A) Respondent's background

1. Age:
- 1 30 or under
 - 2 31 - 40
 - 3 41 - 50
 - 4 51 or over

2. Sex:
- 1 Male
 - 2 Female

3. Nationality: _____

4. In which country do you work at the moment?

5. Which unit of your organization do you work for? (Please ring one number only)

- 1 Business Unit/ Platform
- 2 Account Management
- 3 Customer Services
- 4 Support Function; Finance, HR etc. (National Organization)

6. Are you on a foreign service assignment at the moment?

- 1 Yes
- 2 No

7. What was your previous industry? _____

8. When did you join Nokia? (month/year) _____

9. What internal training have you participated in? (Mention only those that have lasted **at least** half a day)

B) Background of the induction period

10. Was there a "Welcome to Nokia/NTC" -event arranged after you joined Nokia? (The event should have lasted **at least** half a day)

- 1 Yes
- 2 No (if not, please move to question 12)

11. How was your welcome event or seminar organized? (e.g. how long did it take, where was it arranged, when was it, who organized it, etc.)

12. Who **is/are responsible** for the induction of new employees at the moment in your country?

13. Did you have an individual induction program made for you?

- 1 Yes
- 2 No

14. Did you receive any material concerning work at NTC **in advance** before joining Nokia?

- 1 Yes, What?

Were you satisfied with the material (e.g. what else would you have needed)?

2 No, What material would you have wanted?

C) Contents of the induction period

Circle the number that best describes your opinion about the following questions.

15. Do you think you got during your induction period a clear idea of what
Nokia is as a whole?

- 1 Yes, a very clear picture.
- 2 Yes, a relatively clear picture.
- 3 Cannot say.
- 4 No, I didn't get a clear picture.
- 5 No. In fact I got more confused compared to my previous knowledge.

NTC is as a whole?

- 1 Yes, a very clear picture.
- 2 Yes, a relatively clear picture.
- 3 Cannot say.
- 4 No, I didn't get a clear picture.
- 5 No. In fact I got more confused compared to my previous knowledge.

16. Have you read the Nokia Group's **annual report** during your induction period?

- 1 Yes
- 2 No

17. During your induction period, did you get a clear idea of the goals and objectives of
NTC?

- 1 Yes, I got a very clear idea of them.
- 2 Yes, I got a relatively clear idea of them.
- 3 Cannot say.
- 4 No, they were defined unclearly.
- 5 Not at all, they were not discussed.

your business unit?

- 1 Yes, I got a very clear idea of them.
- 2 Yes, I got a relatively clear idea of them.
- 3 Cannot say.
- 4 No, they were defined unclearly.
- 5 Not at all, they were not discussed.

your department?

- 1 Yes, I got a very clear idea of them.
- 2 Yes, I got a relatively clear idea of them.
- 3 Cannot say.
- 4 No, they were defined unclearly.
- 5 Not at all, they were not discussed.

your own role within NTC?

- 1 Yes, I got a very clear idea of them.
- 2 Yes, I got a relatively clear idea of them.
- 3 Cannot say.
- 4 No, they were defined unclearly.
- 5 Not at all, they were not discussed.

18. During your induction period, did you get information about the other business units of NTC concerning what they do?

- 1 Yes, the units were thoroughly discussed.
- 2 I got an overview of them.
- 3 Cannot say.
- 4 Not at all.

19. Were the basic characteristics of the Nokia organization (e.g. that it is non-hierarchical) discussed during your induction period?

- 1 Yes
- 2 No

Circle the number that best describes your opinion about the following arguments.

20. During my induction period, it became clear to me that **change** is one of the key words in the way NTC operates.

- 1 Yes, it became very clear to me.
- 2 Yes, it became relatively clear to me.
- 3 Cannot say.
- 4 No, because the importance of it was not emphasized.
- 5 No, because it was not mentioned.

21. During my induction period, I discussed **personally** with someone the Nokia values pertaining to # **Nokia**

- 1 Yes, profoundly.
- 2 Yes, but only superficially.
- 3 Cannot say.
- 4 No, but I got material about the values.
- 5 No, I didn't get any information about the values.

22. In your opinion, how do the Nokia values reflect in your work as a manager at the moment?

Circle the number that best describes your opinion about the following arguments.

	Agree	Tend to agree	Cannot say	Tend to disagree	Disagree
23. I knew NTC was a " <u>network organization</u> " before I started working.	1	2	3	4	5
24. The fact that the organization and the operating mode of NTC are constantly changing was a surprise for me when I started working.	1	2	3	4	5
25. During my induction period I became to understand how important <u>continuous learning</u> is at NTC.	1	2	3	4	5
26. The implications of " <u>customer satisfaction</u> " became clear to me during my orientation period.	1	2	3	4	5
27. My induction period was inspiring.	1	2	3	4	5
28. I often use the Nokia values as guidelines in my work.	1	2	3	4	5
29. I would have needed <u>much more</u> information about NTC's expectations towards new managers.	1	2	3	4	5

D) Performance Management Process

30. Is the "Performance Management Process" familiar to you?

- 1 Yes
- 2 No

31. Have you had a development discussion (a systematic and bi-yearly talk between the superior and the subordinate in order to improve performance and open communication)

with your **superior**?

- 1 Yes
- 2 No

with your **subordinates**?

- 1 Yes
- 2 No
- 3 I have not subordinates

32. Are you familiar with the

- ☐ Objectives
- ☐ Contents
- ☐ Tools (forms)

of the development discussion? (Please mark the boxes that are familiar to you)

33. If you have had development discussions, do you feel confident in them?

- 1 Yes
- 2 No, Why?

E) **General comments and suggestions**

In the next questions (34-38) you are asked to evaluate your induction period from two points of view: point A refers to the induction for all new staff and point B to the induction for new managers especially.

34. What were the main areas that you think **will need improvement** in the induction process as a whole?

A. _____

B. _____

35. How would you improve them?

A. _____

B. _____

36. What was especially **good** in your induction period?

A. _____

B. _____

37. What else do you think would have been important to know?

A. _____

B. _____

38. Generally, what is your opinion about your induction period as a whole?

A. _____

B. _____

Appendix B: Survey Data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1		Sweden		Norway			Denmark	Italy										U.K.		
2	Background																			
3																				
4	Age	2	3	2	2	2	2	2	1	3	2	2	2	3	2	3	2	3	2	3
5																				
6	Sex	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7																				
8	Nationality																			
9	Unit	0	2	3	2	3	4	1	3	3	4	3	1	3	1	1	2	1	3	4
10																				
11	Ex-pat	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
12																				
13	Previous	1	2	2	4	2	2	1	?	1	4	1	1	1	1	1	1	2	4	4
14																				
15	Nokia join	950	9408	941	9502	9502	9408	950	941	941	9502	941	950	941	941	9503	950	941	9504	9409
16																				
17	Training	1	2	2	1	na	2	1	1	1	3	1	1	4	1	1	3	3	3	4
18																				
19	Induction - A																			
20																				
21	Welcome	1	2	1	2	na	1	1	2	1	2	0	2	1	2	2	2	2	2	2
22																				
23	Program	1	2	1	2	na	1	2	1	1	1	2	2	1	1	2	1	1	1	1
24																				
25	Material	1	2	1	2	2	1	1	2	2	2	1	2	na	1	1	2	1	1	2
26																				
27	Material satisf	2		1			1	1				2		na	2	1		1	2	
28																				
29	Induction - B																			
30																				
31	Clear Nokia	2	4	2	4	2	1	1	4	2	2	2	2	na	1	2	2	4	4	4
32																				
33	Clear NTC	2	3	2	3	2	1	1	2	2	0	2	2	na	1	2	1	2	4	4
34																				
35	A-report	1	1	1	1	1	1	2	2	1	2	1	1	na	1	1	2	1	2	2
36																				
37	Goal NTC	2	4	2	2	na	1	1	3	2	3	2	2	1	2	1	1	4	5	3

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
39	God B-unit	2	4	1	4	na	1	1	4	1	3	3	1	2	1	1	1	4	4	2
40																				
41	God dsgt	1	2	1	3	na	1	1	2	1	2	4	2	2	1	1	1	4	2	2
42																				
43	God Indvld	1	1	1	4	na	1	1	3	1	3	4	3	2	3	1	1	2	2	2
44																				
45	Other units	2	4	2	3	na	2	2	2	2	2	3	2	2	1	2	2	2	4	4
46																				
47	Nokia.org	2	1	1	2	na	1	2	1	1	2	1	2	1	1	1	1	2	1	2
48																				
49	Change	2	1	1	2	1	1	2	1	1	1	3	3	na	2	3	2	2	2	3
50																				
51	Values	2	3	1	4	3	1	1	2	2	2	3	3	na	1	2	1	4	4	4
52																				
53	Network	5	2	3	2	na	1	3	1	2	5	3	3	na	2	1	2	5	1	5
54																				
55	Changing	4	3	5	4	na	5	3	4	4	2	2	2	na	2	2	1	4	2	3
56																				
57	Learning	3	1	1	2	na	2	2	2	2	1	2	3	na	1	1	2	2	2	4
58																				
59	Qust satisf	1	1	3	1	na	2	2	4	4	5	2	3	na	1	1	2	2	3	3
60																				
61	Inspiring	2	3	3	4	na	2	2	4	0	3	3	5	na	3	3	3	4	5	5
62																				
63	Values guide	2	2	1	2	na	2	2	2	3	3	1	4	na	3	2	3	3	2	3
64																				
65	Info expect	1	2	4	1	na	4	4	4	4	2	1	2	na	2	3	2	4	1	2
66																				
67	PEM																			
68																				
69	Familiar	1	1	1	1	2	1	2	2	1	1	2	2	na	1	1	1	1	2	1
70																				
71	Dev dsc boss	1	2	2	2	2	1	2	2	2	1	2	2	na	1	1	1	1	1	1
72																				
73	Dev dsc sub	3	1	2	3	2	1	3	2	2	0	2	1	na	3	0	3	1	2	1
74																				
75	Dev dsc dcl	1	1	1	1	2	1	2	2	1	1	2	1	na	2	1	1	1	2	1
76																				
77	Dev dsc aont	1	1	1	1	2	1	2	2	1	2	2	1	na	1	1	1	1	2	1
78																				
79	Dev dsc tools	1	2	1	1	2	1	2	2	2	2	2	1	na	2	2	1	1	2	1
80																				
81	Dev dsc aont	1	0				1				1		1	na	1	1	1	1	1	1

	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM
1					Germany														
2																			
3																			
4	2	2	1	2	3	2	2	2	1	2	3	1	1	2	2	2	1	2	2
5																			
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
7																			
8																			
9	1	3	3	1	3	1	3	4	3	2	3	2	2	2	2	3	2	2	3
10																			
11	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2
12																			
13	1	1	1	1	1	4	1	2	1	2	2	1	1	1	1	4	1	4	1
14																			
15	9405	9505	9505	9506	9401	9404	9410	9405	9410	9405	9506	9502	9502	9501	9406	9501	9411	9406	9408
16																			
17	3	2	3	2	1	1	2	3	2	2	1	4	3	3	1	1	2	1	1
18																			
19																			
20																			
21	2	2	2	1	1	1	1	2	1	1	2	2	2	2	2	2	1	1	2
22																			
23	2	2	2	1	2	2	2	2	2	1	1	2	2	2	1	1	1	1	1
24																			
25	1	1	2	1	2	1	1	1	1	1	1	1	2	1	1	2	2	1	1
26																			
27	2	2		0		1	1	1	1	1	1	2		1	1			2	1
28																			
29																			
30																			
31	2	3	4	2	5	3	2	2	2	2	1	2	2	2	2	2	2	2	2
32																			
33	2	3	4	1	5	2	2	2	1	2	1	2	2	1	1	1	1	2	2
34																			
35	2	1	1	1	2	1	1	1	1	1	1	2	2	1	1	1	1	1	1
36																			
37	2	2	5	2	5	2	2	2	2	2	1	3	2	2	1	1	1	2	2

	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM
39	2	2	2	1	4	2	1	1	2	2	2	2	1	1	2	1	2	1	2
40																			
41	1	2	2	3	2	2	1	1	1	2	2	2	1	1	1	1	0	2	2
42																			
43	1	2	4	3	4	2	2	1	1	2	2	1	1	1	1	2	1	3	2
44																			
45	2	2	4	2	4	3	2	2	2	3	1	2	2	2	2	2	2	4	2
46																			
47	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1
48																			
49	4	2	1	1	5	1	3	1	2	1	1	2	2	1	1	1	1	3	1
50																			
51	5	4	4	1	5	2	1	2	1	2	1	3	3	1	1	1	4	2	1
52																			
53	1	2	2	1	2	5	1	5	2	1	5	2	1	2	2	3	2	3	1
54																			
55	5	4	4	4	1	3	5	4	3	3	5	4	2	4	4	4	4	4	4
56																			
57	2	1	2	1	2	2	1	2	1	1	1	1	1	2	1	1	2	2	1
58																			
59	2	1	2	1	4	3	1	1	1	1	1	1	1	1	1	1	1	4	1
60																			
61	4	5	5	1	4	2	1	4	1	2	1	3	2	1	1	1	2	2	1
62																			
63	4	2	4	1	2	2	2	2	1	1	2	1	1	1	1	2	2	1	1
64																			
65	2	1	1	3	1	3	4	4	4	3	4	1	2	4	4	2	4	3	4
66																			
67																			
68																			
69	1	2	2	2	1	1	1	1	1	1	1	2	2	2	1	1	1	2	1
70																			
71	1	2	2	2	2	1	2	1	1	1	1	2	2	1	1	1	1	2	1
72																			
73	3	3	3	3	1	1	1	1	3	1	1	3	3	3	1	2	3	3	1
74																			
75	1	2	2	2	2	1	1	1	1	1	1	2	2	1	1	1	1	2	1
76																			
77	1	2	2	2	2	1	1	1	1	1	1	2	2	1	1	1	1	2	1
78																			
79	1	2	2	2	2	1	2	1	1	2	1	2	2	1	1	1	2	2	1
80																			
81	1				2	1	1	1	1	1	1			1	1	1	1		1

	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF
1			Thailand											China				Singapore	Australia
2																			
3																			
4	2	2	1	2	1	1	1	1	1	1	2	2	1	1	1	1	1	3	na
5																			
6	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1	2	2	1
7																			
8						Indian			French	French				Singapore					
9	4	2	2	3	3	3	2	3	3	3	3	1	3	2	4	2	2	4	na
10																			
11	2	2	2	2	2	1	2	1	0	2	2	2	1	1	2	0	2	2	na
12																			
13	4	2	1	1	1	1	4	1	1	?	4	1	na	1	1	?	0	1	na
14																			
15	9503	9501	9501	9411	9501	9501	9408	9502	9503	9503	9502	9502	9501	9408	9501	9504	9409	9408	na
16																			
17	3	3	1	2	1	2	2	1	1	1	na	1	1	3	1	4	3	3	0
18																			
19																			
20																			
21	2	1	1	1	1	1	1	1	1	1	na	1	1	1	1	0	1	2	1
22																			
23	2	2	2	2	2	1	2	2	2	1	na	2	1	2	1	2	1	1	2
24																			
25	1	2	1	2	2	1	1	2	2	2	2	2	2	2	2	2	1	1	2
26																			
27	1		1			1	1										0	1	
28																			
29																			
30																			
31	3	4	2	2	4	2	4	2	4	2	2	2	4	4	3	5	2	2	4
32																			
33	3	4	3	4	4	2	4	3	4	2	2	2	2	4	3	3	2	2	2
34																			
35	2	2	1	2	2	2	1	2	2	2	2	2	1	2	2	1	2	2	1
36																			
37	3	4	2	2	3	1	1	1	2	1	na	2	2	4	2	5	1	4	1

	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF
39	3	4	2	2	3	4	2	5	3	1	na	2	2	4	2	5	1	0	1
40																			
41	2	4	2	2	3	4	1	5	2	1	na	2	2	4	2	2	1	2	1
42																			
43	2	4	2	2	3	2	3	2	2	1	na	4	4	4	2	5	1	2	1
44																			
45	2	2	2	2	4	2	2	2	2	2	na	2	2	4	2	2	2	3	2
46																			
47	1	1	1	1	2	2	1	2	2	1	na	2	1	1	2	1	1	1	1
48																			
49	2	2	4	4	3	1	2	3	3	2	3	2	2	4	4	0	4	2	1
50																			
51	1	4	3	3	5	2	4	5	2	2	4	3	4	4	2	3	2	2	4
52																			
53	2	5	4	5	5	1	3	3	3	3	na	5	2	5	1	2	5	2	2
54																			
55	3	4	2	2	3	5	4	1	5	2	na	4	5	1	3	1	2	4	5
56																			
57	2	2	3	1	2	1	2	1	1	1	na	1	1	5	1	2	1	2	1
58																			
59	2	4	2	2	2	1	1	1	1	1	na	1	1	5	1	3	1	3	1
60																			
61	3	3	4	3	3	3	3	0	3	1	na	3	3	5	2	3	1	2	1
62																			
63	2	3	3	2	2	4	1	1	2	2	na	3	4	5	1	3	2	2	1
64																			
65	3	1	1	2	1	1	1	2	2	5	na	2	2	1	1	1	1	2	5
66																			
67																			
68																			
69	2	2	1	1	1	2	1	2	2	1	2	2	1	2	2	1	2	1	1
70																			
71	2	1	2	2	2	1	1	0	1	1	1	1	1	2	2	2	2	1	1
72																			
73	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	1
74																			
75	2	2	2	1	1	1	1	2	1	1	1	1	1	2	1	1	2	1	1
76																			
77	2	2	2	2	2	1	1	1	2	1	1	1	1	2	2	1	2	1	1
78																			
79	2	2	2	2	2	1	1	2	2	2	2	1	1	2	2	1	2	1	1
80																			
81		2				2	1		2	1	2	2	1					1	1

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